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ABSTRACT

Sections of this guide deal with an overview of the English language arts K-12 program, organizing for instruction, and evaluation. It is intended to be used as a resource for teachers. The overview section begins with a rationale, major emphases, general student language needs, K-12 learning goals, and changes in emphases that are necessary as the student matures. Charts covering the early, middle, and senior years are then provided to correlate student needs with instructional goals. The overview section concludes with a description of the language development of children, a chart of Piaget's developmental stages, and implications of the program for administrators. The section on organizing for instruction covers integrating the language arts curriculum, balancing the curriculum, meeting individual and group needs, meeting special needs, and setting time allotments. Most of this section is comprised of scope and sequence charts which include general thinking and language goals, program elements, and specific objectives for listening, speaking, reading, and writing. The final section on evaluation describes the purpose, types, and methods of evaluation; record keeping; and the use and abuse of standardized tests. A glossary of education and language arts terms is appended. (DC)

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ENGLISH LANGUAGE ARTS K-12

INTERIM GUIDE

1981

PROVINCE OF MANITOBA
DEPARTMENT OF EDUCATION

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ACKNOWLEDGEMENTS

The Department of Education wishes to acknowledge the contributions of the following committee members:

English Language Arts Working Party

Ms. J. Newton (Chairperson)	- English Department Head, Miles Macdonell Collegiate, River East School Division No. 9
Mr. J. Bevis	- English Language Arts Consultant, Fort Garry School Division No. 5
Mr. F. Casey (fall of 1979 to spring 1980)	- Leaf Rapids Ed Center, Leaf Rapids School District No. 2460
Mr. F. Cole (from fall 1979)	- Assistant Superintendent, Fort la Bosse School Division No. 41
Mr. D. Cooley	- English Department, University of Manitoba
Dr. M. Crowhurst (to November 1978)	- Faculty of Education, Brandon University
Mr. R. Engbrecht	- Grant Park High School, Winnipeg School District No. 1
Dr. V. Froese	- Faculty of Education, University of Manitoba
Ms. P. Gervais (to spring 1979)	- English Language Arts Consultant, Assiniboine South School Division No. 5
Mr. D. Hall (from fall 1980)	- Warren Collegiate, Interlake School Division No. 21
Mr. A. Klassen (from fall 1979)	- Meadows School, Brandon School Division No. 40
Mr. J. Leary (to spring 1979)	- Consultant, Frontier School Division No. 48
Ms. L. Maurice	- Bureau de l'Education francaise, Department of Education
Dr. I. McIntire	- Faculty of Education, University of Manitoba
Dr. M. McIntyre	- Assistant Dean of Arts and Sciences, Psychology Department, University of Winnipeg
Ms. S. Purvis	- La Verendrye School, Portage la Prairie School Division No. 24
Dr. S. Straw (from fall 1980)	- Faculty of Education, University of Manitoba

Early Years Sub-Committee

Ms. A. Berg (Chairperson to fall 1980)	- Language Arts Consultant, Rhineland School Division No. 18
Ms. J. Gemmell (Chairperson from fall 1980)	- Princess Margaret School, River East School Division No. 9
Ms. G. Goodman (from fall 1979)	- Margaret Underhill School, Transcona-Springfield School Division No. 12
Ms. J. Irving	- Tyndall Park Community School, Winnipeg School Division No. 1
Ms. L. Mackadenski (from fall 1979)	- Onanole School, Rolling River School Division No. 39
Dr. I. McIntire	- Faculty of Education, University of Manitoba
Ms. S. Purvis (from fall 1980)	- La Verendrye School, Portage la Prairie School Division No. 24
Ms. M. A. Robertson (to spring 1980)	- Resource Teacher, Flin Flon School Division No. 46
Mr. H. Sveistrup (to fall 1978)	- Rivers Elementary School, Rolling River School Division No. 39

Middle Years Sub-Committee

Ms. J. Bevis (Chairperson)	- Language Arts Consultant, Fort Garry School Division No. 5
Ms. M. Elliott-Whitelaw (from fall 1979)	- Aberdeen School, Winnipeg School Division No. 1
Dr. V. Froese	- Faculty of Education, University of Manitoba
Ms. A. Keeler (to spring 1980)	- Reading Consultant, Antler River School Division No. 43, Fort la Bosse School Division No. 41, Souris Valley School Division No. 42, Turtle Mountain School Division No. 44
Ms. J. Kniskern	- V. L. Wyatt School, St. Vital School Division No. 6
Ms. K. Kozmeniuk	- Roblin Intermediate School, Intermountain School Division No. 36
Mr. R. Krebs (to fall 1978)	- Oak Park School, Assiniboine South School Division No. 3
Mr. W. Kroetsch	- Morden Elementary School, Western School Division No. 47
Mr. G. Loeppky (to spring 1979)	- Elwick Community School, Seven Oaks School Division No. 10
Ms. C. Smith (from fall 1979)	- Hamiota Collegiate, Birdtail River School Division No. 38

Senior Years Sub-Committee

Mr. D. Wilson (Chairperson)	- Vincent Massey High School, Brandon School Division No. 40
Dr. G. Bedford (from fall 1978)	- English Department, University of Winnipeg
Dr. M. Crowhurst (to spring 1979)	- Faculty of Education, University of Brandon
Mr. R. Engbrecht (to spring 1980)	- Grant Park High School, Winnipeg School Division No. 1
Ms. P. Finske (from fall 1980)	- English Department Head, Lord Selkirk Regional Secondary School, Lord Selkirk School Division No. 11
Mr. D. Hall (from fall 1979)	- Warren Collegiate, Interlake School Division No. 21
Ms. J. Henry (to fall 1978)	- R. D. Parker Collegiate, Mystery Lake School District No. 2355
Mr. G. Hooper	- Rorketon School, Duck Mountain School Division No. 34
Ms. M. Keil (to fall 1980)	- Miles Macdonell Collegiate, River East School Division No. 9
Ms. P. Locktin (to fall 1979)	- Swan Valley Regional Secondary School, Swan Valley School Division No. 35
Mr. R. McMillan (to spring 1979)	- Communications, Red River Community College
Ms. M. Redekop (from fall 1979)	- Business Education, River East Collegiate, River East School Division No. 9
Ms. L. Schultz (to fall 1979)	- English Department Head, Tuxedo-Shaftesbury High School, Assiniboine South School Division No. 3
Ms. B. Sorensen (from fall 1980)	- English Department Head, Daniel McIntyre Collegiate, Winnipeg School Division No. 1
Dr. S. Straw (from fall 1979)	- Faculty of Education, University of Manitoba
Dr. W. Swayze (to fall 1978)	- Department of English, University of Winnipeg

Department of Education Staff Consultants

Mr. D. Bewell	- Project Coordinator, Curriculum Development Branch
Ms. D. Brummitt	- Early Years, Curriculum Services Branch
Ms. L. Fraser	- Early Years, Curriculum Services Branch
Mr. R. Partridge	- Middle Years, Field Services Branch
Mr. W. Layne	- Senior Years, Curriculum Services Branch

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Isaac Newton School	- Winnipeg School Division No. 1
William Whyte School	- Winnipeg School Division No. 1
Buchanan School	- St. James-Assiniboia School Division No. 2
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Ecole Elementaire Lorette	- Seine River School Division No. 14
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Niverville Collegiate	- Hanover School Division No. 15
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Valleyview Centennial School	- Brandon School Division No. 40
Assiniboine Elementary School	- Fort la Bosse School Division No. 41
McAuley School	- Fort la Bosse School Division No. 41
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Kelsey Elementary School	- Kelsey School Division No. 45
Opasquia School	- Kelsey School Division No. 45
Christ the King School	- School Division No. 99 (parochial)
Leaf Rapids Education Center	- Leaf Rapids School District No. 2460

PREFACE

The multitude of new ideas emanating from research in the fields of linguistics, psychology, psycholinguistics, and language arts generally is one important reason for a new language arts curriculum guide. In addition, society is currently imposing different and more extensive demands on the language abilities of children and adults. It is evident that the level of literacy has risen considerably during the past decades. It appears that this trend will continue. This language arts guidebook is an attempt to present current information and approaches related to this subject and thus provide a helpful resource to teachers.

The terms Early Years, Middle Years, and Senior Years which appear in this document are not used to define specific grade levels, but rather as curriculum organizers for age groupings of students who share, in general, certain common characteristics. Broadly speaking, Early Years encompasses students of ages 5-10 years, Middle Years 11-15 years, and Senior Years 15 or 16 years and older.

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ENGLISH LANGUAGE ARTS K-12 OVERVIEW

RATIONALE

Over the past fifteen years as new educational theory has emerged and emphases have shifted, teachers have been asked to consider the whole child, the discovery process, self-actualization, back-to-basics, child-centered classrooms, innovation, core curriculum, standardized testing, and a myriad of other concerns. Each of these considerations reflects a definite philosophical position; collectively, they demonstrate such a diversity of opinion about education that no single statement about its function is entirely satisfactory. Nevertheless, the extensive nature of the curriculum that follows necessitates some such statement as a touchstone.

Perhaps the one that seems most appropriate, one that is no less valid for being familiar, is this: education enables one to enlarge one's world.

Of course, the school plays but one part among many in an individual's total education, and the English language arts comprise but one segment of the total curriculum. Nevertheless, the study of the language arts has a rather unique role in the enlarging of an individual's world.

This uniqueness stems from the fact that in one context, English language arts is simply one of several subjects traditionally taught in schools, yet in another context, because of the close connection between language and thought, the language arts are the basis of all learning.

It follows, then, that a language arts program must take into consideration both facets of the study of language. The guide that follows does so. At times it addresses itself to the broad concerns of language as a means of personal growth, and at times, it focuses on the particular concerns of English language arts, as a subject.

The two facets are not uncomplementary. Fundamental to both is the close relationship between language and personal growth. Indeed, language is a defining characteristic of human beings. Each individual has a personal model of the world, a model built on his or her own experience. To enlarge his or her present construct of the world, a person naturally uses language. The language used for this purpose may not be polished, structured or precise. It is more likely to be halting and tentative. It is extremely personal.[1] Furthermore, writing, as well as speech, may be used to come to personal terms with new information. As the person's needs change from trying to assimilate this new information to trying to communicate it, the language used becomes more precise.

From an understanding of language and its functions come some implications for helping students to learn. First, those remarkable, natural propensities that, from birth, a child has for learning and using language should be used to good advantage. Second, students of all ages should be encouraged to use their personal language to grapple with ideas and come to terms with experience before they concern themselves with the more structured means of expression. Third, the fact that from oracy (listening and speaking) develops literacy (reading and writing) should be recognized.

Although it is hoped that the instincts to drill and to correct mistakes will be subservient to the more human instincts, it is also necessary to provide a solid program of language skills and assist students in gaining expertise and hence confidence in all aspects of reading, writing, listening, and speaking. The program that follows is designed to help teachers help their students in all areas of language development.

English language arts, however, also encompasses the study of literature.[2] Although any subject may broaden and deepen the student's experience, literature provides a unique means of exploring vicariously the entire spectrum of human thought, feeling, and experience. This exploration is not limited to any particular time or place, nor is it limited to the real world.

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[1] James Britton calls such language expressive. For further discussion, see James Britton, Language and Learning (London: Allen Lane: Penguin, 1970). pp. 165-173.

[2] Note that the term, "literature," may be defined in two ways: 1) only the structurally artistic forms of writing, and 2) all writing. Here we imply the first definition.

Literature has been taught for many purposes: to provide a source of moral strength, to transmit cultural values, to increase students' awareness of themselves and their world, to train them in skills of analysis and synthesis, and to provide the sheer delight that comes from engaging in the reading of literature.

All these purposes are very important; however, the primary purpose of the English language arts program is neither to teach literature as a body of knowledge nor to produce critical experts. Literature is to be taught primarily to invite a full and personal response, and the teacher's task is to select, and help the student to select, works likely to produce, develop, and refine such a response. A true response may be deepened by attention to language and form, especially at the high school level, but teaching which concentrates on knowledge about literary form in the absence of the important personal response to the work is unlikely to foster literary discrimination.

By reading a wide range of literature, students will be better able to understand themselves and their culture and will acquire deeper insight into lives and cultures which are different from their own. Through reading about literature, they will have a sense of living in a larger human community.

Listening to and reading literature helps to develop a sense of style as literature provides models of language used with power and discrimination. Throughout the thirteen school years, students should hear stories and poems read aloud and should have many opportunities to talk about them. When appropriate, students should write their own stories and poems and share their writing with others.

Finally, literature provides a means of practicing language skills, for what more delightful way of doing so is there than by listening to literature well read, reading it aloud, talking about it, reading about it, dramatizing it, and attempting to write it.

This curriculum, then, is designed to help the busy teacher to meet the challenges that have been defined. It endeavours to describe a flexible approach, provide needed background information, suggest methods, and list resources and other aids.

For ease of organization, each of the language arts has been dealt with separately. The underlying principle, however, is one of integration; for while it may appear that language study, reading, writing, and listening are separate areas, there is ample evidence that learning is greatly enriched by, and the study of these areas is made more effective by, the integrated approach.[3]

Most of all, it is hoped that by emphasizing how people learn as well as suggesting what they may learn, and by fitting the English language arts into the larger context of child development, the new curriculum will aid and support teachers to expand their students' worlds.

MAJOR EMPHASES

It is apparent that as the student progresses from K to 12, the emphasis shifts from one goal to another. However, the central aim -- to increase each student's ability to use language -- continues to receive the major emphasis at every level. The curriculum reflects this emphasis in the following ways:

- Oracy (listening and speaking) is considered to be the basic language skill from which literacy (reading and writing) develops; therefore, the development of oral language skills is stressed throughout.

- Activities which require students actually to use language in meaningful situations are considered to be more useful than those that involve learning about language. Students should be doing a great deal of listening, talking, reading, and writing in relation to their experiences.

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[3] For a full explanation of the principle of integration, see p. 24.

. Thinking processes such as predicting, classifying, and hypothesizing are considered to be central to all four modes of language use. Skills such as spelling and word attack, while important, should not be allowed to impede the thinking process.

. Literature is considered to be more important than ever before in the elementary school where children should be exposed to some of the best of children's literature. At other levels of the school system literature continues to be featured. However, the emphasis is on experiencing a wider range of materials as opposed to analyzing a limited number of works.

. The principle of integration is considered to be important at all levels. Consequently, the commonalities among the four modes of language use (reading, writing, listening, speaking) have been emphasized rather than the differences. (See comment on thinking processes above.) Furthermore, each mode is considered to be an integrated process and is to be taught as an integrated process, not as a collection of specific skills.

LANGUAGE NEEDS

Essentially, any curriculum should emanate from specific needs of the individual. The language needs of the student are identified below.

The individual needs

. to use his/her language to assimilate new knowledge and to integrate it with previously acquired knowledge;
. to use language to communicate effectively as a receiver and sender;
. to relate personal experiences with those expressed by others;
. to move out to refined and specialized kinds of language in order to meet the demands of new experiences;
. to expand his/her language patterns and vocabulary in order to gain greater control over self and environment;
. to develop such security in language that he/she is not manipulated by the social environment;
. to enjoy using language for aesthetic purposes;
. to be responsible for the uses of language and be aware of their effects on one's self and others;
. to be assisted by others in growth of language mastery;
. to interact with other people.

LEARNING GOALS K-12

Since language is both individual and social, this program stresses the need for establishing a learning environment within which students can experience and use language in functional, artistic, and pleasurable ways with the aim of developing language proficiency to a level appropriate to the individual's aptitudes, abilities, and needs.[4] Therefore, the goals of the English language arts program are:

I. To promote both the student's proficiency and enjoyment in using language:

. as a tool for thinking and learning -- a symbolic system for putting ideas, both concrete and abstract, into a form in which they can be manipulated;

. as a vehicle for communicating -- a coding system for exchanging thoughts and feelings through listening and speaking, reading and writing;

. as an object of enjoyment -- a means of gratifying aesthetic needs through artistic appreciation;

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[4] The program must develop these language proficiencies to a level appropriate to the individual's present and future aptitudes, abilities, and needs. See the LANGUAGE ARTS SKILLS LIST K-12, Manitoba Department of Education, 1976.

2. To foster the student's growth through literature by:

   . extending experience beyond the physical limitations of his/her own life;

   . stimulating a personal response to the content and language of the literature;

   . exposing him/her to the vast number of concerns, viewpoints, and emotions that are a part of literature and life;

3. To promote the student's semantic, structural, and historical knowledge of language.

CHANGES IN EMPHASIS WITH MATURATION

As stated previously, language goals must be based on the language needs of individuals if they are to be meaningful. It is recognized, however, that those needs change as the individual matures. For example, talking and listening to talk are unquestionably the tools most used by the young child to expand and personalize experience. Reading and organizing skills take priority as the middle years child explores areas of interest somewhat more remote than the immediate environment. Writing and specific systems of organization take precedence as the senior high school student attempts to organize a knowledge of content and communicate this knowledge in print.

Furthermore, by the time a student reaches high school, it is necessary to assume that external criteria may be applied to performance. When the child enters the educational system, it is legitimate to place a priority on the developing feelings of self-worth. "I am, therefore, I matter." In the middle years, the focus begins to shift to the realization that "What I do and how I do it is part of what I am" with the implication that "I have an obligation to perform as well as I am able." By adolescence, especially the later high school years, the realities of the adult world should be faced without damaging a positive and realistic self-concept. The young adult should be able to respond to both reward and responsibility. Although a positive self-image is essential to human development and may well be a prime goal of any system, components of that self-concept should be subject to increasingly objective criteria. Some of these criteria are developed by educators from their professional experience; others are imposed by the performance required of a person once he/she leaves school.

CORRELATION OF NEEDS AND GOALS

The charts on the following pages are designed to present the important relationship between student needs and instructional goals as well as the implications for teachers.

Early Years

Each child has a private model of the world built on personal experiences. Language is one vehicle through which this experience is organized into a set of meanings and communicated to others. The school should therefore strive to extend the range of personal experiences, thus broadening each child's particular set of meanings which provide the basis for language development. It is of prime importance that the teacher understand that the young child depends on talking <u>with</u> adults to gain an understanding of the world.

The following chart was developed on the premises that:

1. curriculum development begins with the needs of the child, and
2. language is personal and essential for the total growth and development of the child.

EARLY YEARS (5 YEARS - 10 YEARS)

STUDENTS' NEEDS	INSTRUCTIONAL GOALS	IMPLICATIONS FOR TEACHERS
The student needs:	The teacher should create an environment which will allow the child to:	The teacher should:
. To develop a positive self image;	. Develop greater autonomy; . Explore roles (helping the child to form concepts of reality and right and wrong); . Discover new interests and talents.	. Accept and encourage talk as one of the most powerful accompaniments of all learning situations; . Support the view that each child: a) is an individual; b) develops at his own rate; c) shares in unfolding patterns of development; d) requires experiences and language necessary to personalize those experiences; e) needs an interested, accepting, communicative adult; . Recognize the importance of choice, responsibility, autonomy, and the significance of interdependence.
2. To have social interaction and social collaboration;	. Explore relationships with others (peers and adults); . Develop socially acceptable behaviour.	. Recognize that the child needs to talk (to self, peers, and adults.
3. To develop physically;	. Achieve independence in self-care; . Develop gross motor skills; . Develop fine motor skills; . Correct deficiencies of a visual, aural, motor, and perceptual nature through medical intervention and/or participation in specially designed activities.	. Provide ample play space and materials. Allow the child freedom to experiment and practice; . Recognize the importance of movement and play in learning and language development; . Cooperate with health and social services to provide visual and auditory screening.
4. To develop the senses through: - active, direct interaction with the environment;	. Utilize his/her five senses; . Verbalize feelings, actions, thoughts, and the opinions more concretely and share experiences;	. Foster warm, honest relationships. Provide a wide variety of stimuli and opportunity for productive and creative work in language. . Recognize the necessity for a wide range of materials and provide the necessary funds. Provide facilities, adequate space, and flexible timetables.

STUDENTS' NEEDS	INSTRUCTIONAL GOALS	IMPLICATIONS FOR TEACHERS
- stimulation of the imagination; - encouragement of creativity; - observation and awareness of environmental beauty;	. Experience a rich and varied vocabulary which will lead him/her to an appreciation of his/her cultural and literary heritage.	
5. To acquire the communication tools of writing and reading.	. Establish the beginning of literacy; . Enjoy reading and writing.	. Recognize that reading is linked to a child's spoken language; . Recognize that the child writes and reads as (s)he interacts with the environment and collaborates with others; . Recognize that in order to become proficient in reading and writing, the child must be given a great deal of time to pursue personal and independent reading and writing; . Recognize the importance of building a solid foundation of the primary oral language and listening skills of reading and writing.

Middle Years

Rationale. Several considerations have influenced the development of this chart, the desire for: a demonstrably better school program for students of the middle years; a greater continuity in the entire system; a program that meets the needs of middle years students, rather than one which duplicates the elementary or high school.

Overall goals. Education of the middle years student focuses upon the transition from childhood to adulthood. The entire program is based upon the intellectual, social, emotional, moral, and physical needs of the middle years student. The intellectual component is intended to help students move from primarily concrete operations to higher levels of abstraction (Student Need #5). Social development is promoted by the constructive interaction with both peers and adults (Student Need #3). Emotional development evolves and expands as many opportunities for self-direction and self-evaluation are provided (Student Need #1). Moral development is promoted as students are exposed to valuing processes and subsequently select appropriate living patterns (Student Need #2). Physical activity facilitates and promotes management of the body during a period of rapid growth (Student Need #4). All of the middle years students' experiences contribute to his/her growth as a person (Student Needs 1-5).

Language and goal relationship. Language is an important component in the intellectual, social, emotional, moral, and physical development of the middle years student. Language enables the student to rationalize, to verbalize, and to synthesize his/her thoughts and experiences (Student Need #5). Language influences beliefs, attitudes, and behaviour and serves in the development of basic human understandings and becomes the medium for the exchange of ideas (Student Need #3). Language serves as an important clue to the student self-concept and is necessary to personal growth and development (Student Need #1). The student assumes a personal integrity and a social responsibility when he/she uses language and develops his/her own set of personal values (Student Need #2). Indeed, even the students' physical activities are accompanied and processed by language (Student Need #4).

MIDDLE YEARS (11-15 Years)

STUDENTS' NEEDS	INSTRUCTIONAL GOALS	IMPLICATIONS FOR TEACHERS
The student needs:	The teacher should create an environment which will allow the student to:	The teacher should:
1. To further develop the ability to identify and to express emotions and feelings: . to increase awareness, acceptance, understanding, appreciation, respect, and compassion for oneself and others; . to continue to develop responsibility for one's own feelings; . to continue to develop the feeling that one is valued and can make a contribution to one's associates, society, and the world;	. Identify and express emotions and feelings; . Develop trust; . Develop a sense of responsibility for one's own feelings.	. Have a knowledge and an ability to use many varied teaching strategies based upon the needs of the individual; . Have an awareness that language is a basic component of the individual; . Have a recognition, understanding, and acceptance of the needs, interests, backgrounds, motivations, goals as well as pressures, frustrations, fears, and abilities of students; . Have an awareness and understanding of the emotional development of the middle years student; . Have an ability to provide teaching/learning situations based upon respect for others.
2. To develop a more highly evolved moral code;	. Develop moral and value awareness.	. Encourage an awareness of the stages of moral development.
3. To further develop the social skills of responsibility, independence, interdependence, and the ability to be alone;	. Take risks and appreciate each individual's offering to the group; . Interact with other students; . Develop independence and interdependence; . Make decisions and experience the consequences; . Be alone when necessary.	. Use flexible grouping practices; create situations wherein students can be assisted by others in the growth of language mastery; . Create situations for socializing experiences through school activities, group work, formal and informal discussions; . Have an awareness of language in social settings; . Create situations which develop security in language whereby the student is not manipulated by social environment; . Have an awareness of the decision-making process.

STUDENTS' NEEDS	INSTRUCTIONAL GOALS	IMPLICATIONS FOR TEACHERS
4. To care for and develop one's physical being;	. Enjoy a balance of movement and non-movement activities.	. Have an awareness of physical growth and its relationship to the total development of the individual; . Have a respect for biological needs; provide opportunities for a variety of activity-oriented and short-term experiences.
5. To develop an understanding of the nature of learning so as: . to develop the skills of continued learning; . to test the limits of own intellectual capacities; . to develop an awareness of the immediacy of learning; . to develop an awareness of the integrated nature of learning and the world.	. Master and apply basic skills; . Understand that time spent in school is important for its immediacy; . Experience the integration of learning across other disciplines.	. Create instructional situations wherein students become self-directing; . Provide opportunities for the development of problem-solving and reflective thinking processes; . Provide learning experiences for students at their own intellectual levels which: - encourage the use of language to assimilate new knowledge and integrate it with previous knowledge; - relate learning to immediate rather than remote academic goals; - encourage an interdisciplinary approach; - encourage students to move out to refined and specialized kinds of knowledge in order to meet the demands of new experiences; - require cooperation, collaboration, and compromise for successful completion; - require working alone and the ability to maximize success through individual learning tasks; . Continue to provide a developmental skills program; . Provide opportunities for self-appraisal of interests and talents and for the development of appropriate study skills.

Senior Years

An adolescent enters high school; an adult graduates. This metamorphosis does not occur only because of the high school. Nevertheless, if the school is concerned about the kind of adult it graduates, it must be extremely attentive to the needs and to the development of the budding adult.

Being attentive, however, does not necessarily mean "encouraging" development or "meeting" needs. Such verbs could well be inappropriate for a high school program, since encouraging development could lead to fostering a young adult's closed and narrow perspective; meeting needs could mean reinforcing his or her cosy system of cliches.

In high school then, the word needs, must be broadly defined and must certainly go beyond those wants that the student may personally identify. The underlying assumption of the following list of needs and their implications, therefore, is that an educational system can recognize the importance of personal growth beyond that which the individual could prescribe for him- or herself.

SENIOR YEARS (From 15-16 Years)

The personal and social development of each individual is largely dependent upon the individual's language development. Consequently, the English program will in all respects reflect this belief.

STUDENTS' NEEDS	INSTRUCTIONAL GOALS	IMPLICATIONS FOR TEACHERS
The student needs:	The teacher should create an environment to enable the student to:	The teacher should:
1. To be able to think, and to think in a number of different ways to a level appropriate to his or her aptitude, abilities, and future needs;	. Develop proficiency and enjoyment in using language: as a tool for thinking and learning, a symbolic system for putting ideas, both concrete and abstract, into a form in which they can be manipulated.	. Provide a multitude of experiences in which the student is forced to think analytically, critically, imaginatively, freely, etc.; . Guide the student to the realization that the ability to think independently and creatively depends on language; . Provide problems which force the student to look at familiar issues in a new light; . Provide a model of a person thinking, e.g., speculating on an issue rather than giving an opinion on it, working through a problem by thinking out loud; . Provide other models of people thinking in unusual and creative ways.
2. To learn how he/she learns and develop a basis for a life-long pursuit of knowledge;		. Distinguish the process of being informed from the process of learning which students often confuse; reinforce this distinction by providing opportunities for students to use language to learn (see Expressive Language in Glossary); . Encourage students to learn from failure, not to be destroyed by it.
3. To expand language capabilities so as to accommodate the learning of increasingly complex material;		. Encourage students to use language in new ways and new patterns; provide opportunities for the exploration of language in oral and written forms.

STUDENTS' NEEDS	INSTRUCTIONAL GOALS	IMPLICATIONS FOR TEACHERS
4. To be aware of: . the integrated nature of knowledge; . the tentative nature of knowledge; and . one's personal relationship to that knowledge;	. Understand how studies of the language arts relate to the whole of life and knowledge.	. Demonstrate constantly the way in which the content being presented is a part of a whole body of knowledge; . Encourage students to talk about things that do not directly pertain to prescribed content; . Teach a wide variety of literature; . Encourage students to work from their own experience, so that the new experience is meaningful; . Encourage students to deal with every new theory, concept, etc., first in their own language and then in the language of the subject; . Help students to know that the vocabulary of discussion is personal; e.g., a metaphor is NOT a term applied to a device of style used by an "author," but actually the means by which each person perceives the world.
5. To have a sense of personal identity, worth, and independence;	. Develop respect for self, for others, and the ability to use language to explore and test own feelings.	. Respect the student's ideas; . Attempt to make the student independent of the instructor; . Provide examples of literature through which the student may see that the thoughts and feelings he has are acceptable; . Encourage each member of the class to respect the individuality of the others; . Recognize and promote the development of the individuality of each member of the class, rather than stifle that individuality in the name of a prescribed course.
6. To be able to assess, explore, and articulate what (s)he knows;	. Develop proficiency and enjoyment in using language as a vehicle for communicating - a coding system for exchanging thoughts and feelings through listening and speaking, reading, and writing.	. Provide opportunities for articulating, assessing, and exploring; e.g., the student can be encouraged to perceive his writing as a means of coming to terms with what (s)he knows, as well as expressing it to someone else; . Increase knowledge of the processes involved in listening, speaking, reading, writing, and viewing.

STUDENTS' NEEDS	INSTRUCTIONAL GOALS	IMPLICATIONS FOR TEACHERS
7. To know the means of communication which will assist one's survival in the social, political, business, and financial world;	. As above.	. Provide opportunities for learning the means of and the importance of excelling in these types of communication.
8. To broaden emotional, aesthetic, social, spiritual, and intellectual horizons so that growth can be achieved, and the joy of broadening horizons experienced;	. Develop proficiency and enjoyment in using language as a medium for creating - an artistic system for gratifying aesthetic needs.	. Provide a variety of activities which will enable the student to experience realms of experience heretofore unfamiliar; . Provide a model of a curious, exploring individual; . Create a classroom atmosphere that combines support and challenge, criticism and respect.
9. To be able to use language as a means of satisfying creativity.		. Encourage the student to start with own expressive language to express interests in own way and then to polish and reorganize to create a satisfying artistic work that is the student's own.
10. To experience many of the opportunities and adventures the world offers - but at a low risk.	. Extend experiences beyond the physical limitations of his/her own life; . Be exposed to a vast number of concerns, viewpoints, and emotions.	. Introduce literature, film, etc., that provide needed, vicarious experience.

LANGUAGE DEVELOPMENT

While there remain many unanswered questions related to how language is acquired, there is also much that is known about language, language learning, and the language learner. This knowledge forms the basis of this curriculum guide.

Linguistic theorists, psychologists, and educators agree that language is unlike any other acquired skill. For example, we know that:

1. A portion of the human brain is specialized for processing and learning language and language-related activities;
2. Language knowledge is almost impossible to forget, e.g., amnesics can tell us what can't be remembered; the senile, while losing touch with reality, retain their ability to use language;
3. Language learning is almost universal, e.g., retarded children, who have great difficulty learning other more pedestrian skills, learn language;
4. Language knowledge, unlike our knowledge of other subjects where we "know what we know," is largely unconscious. We may be completely unaware that we know the linguistic rule for objective complement agreement, yet, in speaking, the objective complements we use agree with the verbs we use.

Listening to Children

There is general agreement that the best way to gain insight into language acquisition is to listen to young children. For example, "I goed Grandma's" or "We dided the work" are utterances we might hear while conversing with a young child - both are richly informative. These sentences clearly tell us that:

1. Children don't learn all their language by imitation -- the verbs "goed" and "dided" are not likely to be imitations of adult speech;
2. The child knows a rule -- something like, "you refer to something that has already happened by adding 'ed' to the verb."

Also, by quizzing a child on the subject, it becomes clear that he/she has absolutely no conscious knowledge of knowing the rule. Likewise, adults with whom the child has spoken have no knowledge of having taught the child the rule.

> *Children learn or infer the rules of their language from the language they hear, not from formal instruction.*

Listening to children of various ages yields the further observation that the rules children use change over time -- most ten-year-olds do not say "dided" or "goed."

As illustrated above, listening to children produces valuable insight into the nature of language and the language learner. It is also the means through which the teacher becomes aware of the language needs of individual pupils.

> *Teachers should understand the very beginnings of listening, thinking, and talking. Without this understanding, they may not realize that the child is responsible for much of his/her own language development. It would be a shame not to build on the remarkable propensities that the child has and uses from birth.*

Language and the Learner

The preschool child progresses very rapidly from babbling sounds to words, to two-word utterances, to simple sentences, to "Look! I'm barefoot all over." The young child will make remarkable progress phonologically, semantically, syntactically, and in language use.

Phonological growth involves mastery of the sound system of language. Fortunately, the first requirement of hearing and producing the sounds of language is largely taken care of by nature -- all babies, even deaf babies, babble the sounds of human languages.

The child must then learn:

1. to put the sounds together,
2. to associate sound and sense (learn words),
3. to overcome immaturities like "wabbit" or "yike."

The child also learns, even before learning any words, how to use intonation to communicate the overall mood of an utterance, e.g., "ga ga ga" can and will be recognized as a statement, question, demand, etc., depending on the intonation contour. By the age of five, most children's control over the sounds of language will be so well developed that they will begin to consciously manipulate language sounds, as may be seen in their mastery of rhyming games or nonsense rhymes such as:

"Willoughby wallaby wee an elephant sat on me,
Willoughby wallaby woo an elephant sat on you,
Willoughby wallaby Wustin an elephant sat on Justin,
Willoughby wallaby Wania an elephant sat on Tania."

Children, with very few exceptions, enter school having mastered the sounds of their mother tongue.

Semantic growth involves the development of meaning. From the age of two to the age of six, there is a tenfold increase in the typical child's vocabulary -- from approximately 250 to 2500 words. This growth occurs as a result of:

1. The child's exposure to and registering of an ever richer set of stimuli, and
2. The child's conceptual world developing and changing.

Piaget's work shows that the first concepts are action based and idiosyncratic to the child, that is, the meaning "chair" to a fourteen-month-old has more to do with "pull-up-on ability" or "chewability" than with the conventional adult meaning.

The opportunity to act on a variety of objects and to reflect on those actions is a crucial part of the semantic development of the young child.

Syntactic growth involves the development of structure. The ever increasing vocabulary of the preschooler comes to be expressed in longer and more structured sentences. This development of structured or rule-governed language can readily be observed in:

1. The determinate word order of the child's speech, and
2. The appearance of grammatical morphemes -- that is, inflections such as prefixes or suffixes and words such as prepositions or auxilliary words which refine the meanings expressed by words.

For example, an infant might say "baby cry" which could mean either "babies are those noisey kids who cry" or "the baby is crying." The child knows what he means but has not yet figured out how to say it. Soon, however, the child will mark ongoing actions with the progressive ending. Thus, "baby cry" becomes "baby crying" which is not ambiguous at all.

It should be noted that grammatical forms have meaning. When that meaning is apparent or salient -- in the previous example "ing" means the action is ongoing -- that form is relatively easy for the child to acquire. Grammatical forms such as the passive voice which do not add or modulate meaning are much more difficult for the child.

Through their observations of children's language, educators and researchers have determined that:

1. Children seem to progress in stepwise fashion, morpheme by morpheme; and
2. Children appear to be acquiring an unconscious knowledge of rules; e.g., mastering the progressive "ing" entails that the child uses the inflection whenever it is required to mark an ongoing action.

At the same time that this unconscious knowledge of rules (grammar) gives structure and clarity to the child's speech, the child begins to develop an "ear for language." That is, toward the end of the preschool period, children become very good at judging the correctness of an utterance. Certainly, they won't be able to explain (state the rule) how they know something is grammatical, but they will become quite reliable in their judgements.

> *While this knowledge of language structure serves to clarify the child's speech, it also aids in predicting the structure of linguistic input (listening). This would appear to be an important prereading skill.*

Growth in language use means that, corresponding to the child's increasing skill with language will be an increasing ability to use language in a number of different ways. In addition to the social (communicative) uses and the artistic (self-expressive) uses of language, there is evidence that the young child begins to use language as an aid to cognitive (thinking) behaviour. This cognitive use of language can be observed in at least two ways:

1. The child begins to use language as a vehicle or mediator of thought, e.g., observe a preschooler working on a task and describing to himself the activity underway. Some psychologists feel that this speech to self is the precursor of the ability to make and carry out plans.
2. The child begins to use language as an aid to memory. If a very young child has forgotten something, it is difficult if not impossible to use clues to reconstruct the memory. The older preschooler, however, is remindable and will soon use language to remind himself.

Environment and Language Growth

As pointed out earlier, much of the preschooler's language development is initiated and maintained by the child and is not explicitly or consciously taught. However, it is abundantly clear that:

> *Experience can and does make enormous differences in the rate and extent of language acquisition.*

Environmental factors influence language growth through:

1. The quality of the language model; e.g., children, whose mothers use a slightly more complex model of speech than the child's spontaneous language, develop more quickly than children whose mothers produce more complex models.
2. The variety of experiences; e.g., the child who has more opportunity to interact with a variety of objects will have a richer semantic system.
3. The modelling of language use; e.g., recent research has shown that children who have a steady diet of action-based television such as "Batman" are much more impulsive and make much less use of language to make plans than do children who are exposed to more reflective models such as "Mr. Rogers."

Implications for Teachers

Although the foregoing discussion focuses primarily on the language growth of the young child, the principles of language learning outlined apply to individuals of all ages. That is, language growth occurs as a result of:

. exposure to language well used (listening and reading); and
. rich and varied experiences which provide opportunities to use language (speaking and writing).

As the individual matures, the experiences -- or at least the understanding of those experiences -- and, thus, the language become increasingly more complex and abstract. Teachers should, therefore, plan activities which will require the use of language that is slightly more complex and/or abstract than the student's spontaneous language.

DEVELOPMENTAL STAGES OF CHILDREN

According to Piaget, children pass through an ordered series of developmental stages. These stages, which refer to actual structures of thinking, not merely to increased knowledge or skills, are probably controlled by the maturation of the brain and the nature of the child's experience. Although the sequence is the same for every child, the progress through the stages will show many individual differences. Children can be helped to develop gradually through the stages if stimulating activities suitable to their abilities are available to them.

Classrooms should be organized to encourage children to interact by manipulating things in the environment. At the same time, children should be encouraged to talk about what is happening when it is happening.

Experiences should allow children to interact with and upon both things and people in their environments and encourage children to be alert, curious, critical, and confident in their abilities to inspire.

CHARACTERISTICS OF STAGES	LANGUAGE AND ACTION THAT TYPIFY THESE CHARACTERISTICS
<u>Preoperational Thinking</u> Approximate Ages: 2 to 6 years Children are egocentric; that is, they see things only as they relate to themselves and cannot see other points of view. . Egocentricity is evident in children talking. They assimilate what is heard in their own terms, thus distorting reality. . Egocentricity is also evident in children's use of their bodies as referents for understanding other things in the environment.	<u>Mother, grandmother, and young child are talking</u> Mother says (pointing to grandmother), "This is my mother." Young child responds, "No, you are my mother." <u>Two children talking together</u> B. Do you live in a house? G. Yes. B. It's haunted. There's ghosts in your house. G. Un Unh. B. Unhuh. My teacher read a story to us about a haunted house. You live in a haunted house. G. Mine's not haunted. (B. lives in an apartment; his only experience with a house was with the haunted house the teacher read about.) Children judge the front of many things as that portion which faces the front of their body. The side of a desk may be called the front of the desk by a child who faces the side.

CHARACTERISTICS OF STAGES	LANGUAGE AND ACTION THAT TYPIFY THESE CHARACTERISTICS
Children develop object permanency, i.e., the notion that objects or people continue to exist when out of view.	A square of paper is presented to a child. He describes the paper. "It is little." "I can draw on it." "It is white." The teacher asked the child to make an "x" in the center of the paper. The teacher took the paper and placed it behind her, then brought two squares out and placed them in front of the child, one with the "x" in the middle and an unmarked square of the same size. "Which is the one I showed to you at first?" The child said, "This one because it doesn't have an "x" on it. Another child who had been observing the activity said, "No, it is this one. You put an "x" on it. It looked like this one before you put an "x" on it."
Children tend to see one variable at a time and to ignore others. When things are made to look different, even if there is no real change, they interpret them as being different.	The teacher displays four cups sitting on four saucers and asks, "Is there the same number of cups and saucers?" Child replies, "Yes." The cups and saucers are then rearranged so that the saucers are spread out and the cups are grouped close together. When asked, "Are they the same now?", the child replies, "No."
Children may not distinguish the whole from its parts and, therefore, may use the same label for each part as well as for the whole.	Salad is the name for a vegetable mixture as well as for the individual vegetables such as carrots, lettuce, onions, and tomatoes. The child knows the word "cat" as a sight word but when asked "Where is the letter (a) in the word?" and "What sound does it make?" says, "I don't know."
Children need to be involved in the actual manipulation and examination of objects before verbal understanding is possible.	<u>Mixing Colors - Generalization</u> G. I made green. I mixed all of those colors. B. I made brown. All those colors turned to brown. M. I want some brown. Give me some brown. B. You don't GET brown. You just get all these colors and it turns to brown. Children G and B have achieved verbal understanding but M has not.
Children's view of time is limited. They see only qualitative distinctions such as night and day, yesterday and tomorrow.	The six-year-old child: "Where is tomorrow right now? I know - yesterday, today was tomorrow." A younger child needs to view yesterday, today, and tomorrow as if they were concrete objects, with one taking the place of another at a specific moment. (She/he might even get out three blocks and use one to push around out of the "today" place into the "yesterday" place.)

CHARACTERISTICS OF STAGES	LANGUAGE AND ACTION THAT TYPIFY THESE CHARACTERISTICS
Concrete Operational Thinking Approximate Ages: 7 to 12 years Children's view of time begins to include the quantitative "cuts" in time such as hours, minutes, morning, and afternoon.	The eleven-year-old child: "I wonder why it was so dark when we arrived in London, when we left New York in the morning? I guess because in London, the clocks are set differently. The farther east you go, the sooner the sun comes up, so the sooner the day starts. Let's call that seven o'clock. So when it's morning here, it's already afternoon in London. No, it starts farther east - in China, but no even farther east, if you keep going around - in the Hawaiian Islands. But that's almost around to California! When the sun is going down in California, it's about ready to come up in Hawaii. Now should I call that today or tomorrow?"
Children begin to think about what may happen as a result of action. They begin to notice more than one variable, but cannot see the effect of changing and combining variables. The framework of logical thinking is beginning to be established but is very much based on concrete, immediate experience. They can classify and perceive patterns.	The eleven-year-old's concept of time also illustrates how children are able to notice more than one variable at a time.
Later children are able to focus on several aspects of a situation simultaneously. They can perform mental operations to a conclusion and reverse back to starting point. They have difficulty seeing possibilities.	Classification Jim (13) years classifies floating or sinking objects according to whether they are "lighter or heavier than water." "What do you mean?" "You would have to have much more water than metal to make up the same weight." "And this cover?" "When you put up the edges, there is air inside; when you put them down, it goes down because the water comes inside and makes more weight." "Why does the wood float?" "Because it is light." "And that little key?" "No, this piece of wood is heavier." "So?" "If you measure with a key (i.e., with the weight of a key), you need more wood than lead for the weight of the key." "What do you mean?" "If you take metal, you need much more wood to make the same weight than metal."[1]

CHARACTERISTICS OF STAGES	LANGUAGE AND ACTION THAT TYPIFY THESE CHARACTERISTICS
Formal Operational Thinking Approximate Ages: 13+	
Children develop capability for verbal thinking. They are able to theorize about possibilities and reality is secondary to these possibilities.	The fourteen-year-old girl learning to play tennis observes the tennis pro, practices her serve, and trains her reflexes and muscles. But she also thinks about improving her game. She reflects, "Why is it that so often the ball goes into the net instead of over the net? Maybe I'm swinging the racket down too far; or maybe I'm waiting too long, so that the ball has already dropped too low. I think I'll try to hit the ball sooner." So she does and finds that it clears the net. Her actions change as a result of her reflections.
Children display flexibility in thought. They can engage in complex problems of reasoning and deal with a problem from a variety of perspectives. They can reach appropriate conclusions and, given a conclusion, can reason about it and derive new interpretations.	Lamb (13.3 years) correctly classifies the objects that sink: "I sort of felt that they are all heavier than the water. I compared for the same weight, not for the same volume of water." "Can you give a proof?" "Yes, I take these two bottles, I weigh them . . . Oh! (he notices the cubes) I weigh this plastic cube with water inside and I compare this volume of water to the wooden cube. You always have to compare a volume to the same volume of water." "And with this wooden ball?" "By calculation." "But otherwise?" "Oh, yes, you set the water level (in the bucket); you put the ball in and let out enough water to maintain the original level." "Then what do you compare?" "The weight of the water let out and the weight of the ball."[2]

[1] Barbel Inhelder and Jean Piaget, The Growth of Logical Thinking from Childhood to Adolescence (New York: Basic Books, 1958), p. 38. Compare this dialogue to one involving a younger child who cannot achieve this reversibility:

Examiner: (with a big cake of ivory soap that floated the day before and the little cake of soap that sank) Did both of these sink yesterday?
Child: Yes.
Examiner: Feel this big one and this little one in your hand.
Child: (feeling the weight of the two pieces) The big one feels heavier.
Examiner: Will both of them sink?
Child: I think the little one will sink, too . . .
Examiner: Why?
Child: Because they are both soap.
Examiner: You put them in the water and see what happens.
Child: (finding out the big one floated and the little one sank) I forgot yesterday!
Examiner: Remember you said the big one was heavier?
Child: The big one must be lighter and the little one must be heavier.

Quoted in C. Kamii and R. DeVries, Group Games in Early Education: Implications of Piaget's Theory (Washington, D.C.: National Association for the Education of Young Children, 1980), p. 244.

[2] Inhelder and Piaget, p. 44.

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IMPLICATIONS OF THE PROGRAM FOR ADMINISTRATORS

The English language arts curriculum is intended to provide a complete and well-rounded program that will assist the student in becoming a successful and confident communicator. To achieve this objective, the support of administrative personnel to the classroom teacher and students, both directly and indirectly, is vital. The close relationship between oral and written expression must be considered seriously in making provision for healthy language development and the growth of communication skills. In this regard, the responsibility of the administrator in facilitating the desired growth becomes an important factor.

To ensure that the English language arts program can achieve its objectives successfully, all administrators should:

1. Be knowledgeable about the curriculum guide, especially the philosophy and goals;

2. Recognize the importance of aural/oral language development;

3. Understand the requirements of activity-based learning, especially the provision of materials and an allowance for an appropriate noise level;

4. Ensure that teachers are knowledgeable about the curriculum guide and the principles of language growth;

5. Support professional development and encourage all teachers of English language arts to participate in training courses that will enhance their ability to teach the new curriculum at the assigned level;

6. Recognize the need for facilities, adequate and suitably designed space, and flexible timetables which will accommodate individual differences, grouping, and the movement of students;

7. Recognize the benefits of providing teachers with opportunities for cooperative planning within and across subject areas;

8. Recognize the need for a wide variety of media and library resources.

Administrators at the early years level should:

1. Recognize that the aural/oral curriculum demands active, talkative students and consequently classrooms full of active conversation;

2. Recognize the need for a wide variety of materials beyond the basic textbooks which will ensure that children are exposed to the world of children's literature;

3. Understand the principles of
   a. oral language development,
   b. reading and written composition, and
   c. the link between oral and written language.

4. Encourage cooperative planning among staff members at the same and different grade levels.

Administrators at the middle years level should:

1. Understand the characteristics of middle years students;

2. Appreciate the interrelationship of language arts with other subjects in terms of
   a. blocks of time;
   b. the foundation language provides for the others.

3. Appreciate and provide for a range of individual differences.

4. Appreciate the advantages of providing for the use of resource people and for experiences outside school.

Administrators at the senior years level should:

1. Recognize the advantages to students of having teachers with language arts training teach the program at the assigned grade level;

2. Encourage teachers to adopt the suggested methodology for the senior high program;

3. Encourage teachers to be flexible in teaching methods. For example, they should feel supported in using group work, or in taking field trips;

4. Recognize the advantages of classrooms which are furnished and equipped to accommodate a variety of teaching techniques;

5. Become familiar with the specific demands of the new curriculum through such opportunities as in-services, divisional and departmental meetings.

INTEGRATING THE LANGUAGE ARTS

At first glance, this curriculum guide may appear to segregate the various components of the program. A careful reading, however, reveals that the aim of integration is stressed throughout the document.

The term, integration, is variously defined, but the shades of meaning commonly used are these:

1. internalizing or incorporating NEW knowledge into the present construct;
2. cutting across subject matter lines to focus on the wholeness of knowledge; relating school studies to personal experience;
3. teaching the language arts (reading, speaking, listening, writing) together rather than as separable subjects.

Although all three of these facets are important to this document, the third one is particularly emphasized.

Rationale for Integration

Integration is an aim of this curriculum partly because of what we know about language and about how language is learned. One of the things we know about language is that it is a fundamental component of all learning and that, conversely, all materials provide content for language development.

The close connection between student performance in all academic subjects such as geography and mathematics, or mathematics and English, has been definitely established. However, the nature of language acquisition and growth makes the relationships among the language arts very different from the relationships, say, between mathematics and geography. To begin with, the correlations are so much higher among the language arts than between any other two academic areas that the differences in performance must be attributed to more than academic ability or intelligence. Secondly, it is becoming increasingly clear that as students engage in more complex language activities (such as written composition or literature study), they depend heavily on previous language learnings (such as listening ability or oral language ability). These two findings can be attributed primarily to the cognitive constructs that underlie all language learning and development. The student employs the same cognitive processes or thinking skills in all language arts activities regardless of mode. The same thinking must take place whether the student is listening, speaking, reading, writing, understanding, and reacting to literature, or working with areas of language study. In addition, the student relies on basic language learnings, such as listening skills, in order to grasp ideas and perform more complex language activities, such as writing.

Thus, it is important to bring together the different aspects of language and, hence, teach the whole of language. Also, since language is not a "subject" (in the sense of having content as does, for example, history) but is, rather, a symbolic system, a wide variety of literature, records, films, games, ideas, and visual materials can be used as a part of a language arts program.

By bringing together a wide range of content and language arts components, the teacher and students see knowledge as an integrated whole instead of as compartmentalized segments. Such an ideal is further realized when a curriculum is organized to cut across subject matter lines to focus on a broad area of study.

How to Integrate

The components of the language arts have been separated in this curriculum guide. Such a separation seemed necessary to simplify its use and to aid discussion. Nevertheless, procedures for integration are explained and stressed throughout.

Ideally, the teaching focus should be on central cognitive and language processes which are accessed through listening, reading, writing, and speaking. Thus, one activity could involve

several listening, reading, writing, and speaking skills and satisfy a number of the objectives listed in each section of the guide. Clearly, meeting all of these objectives would be impossible if one attempted to teach them separately.

Although many suggestions for integrating are provided, the teacher needs to recognize opportunities for relating learning activities and incorporating these relationships into the program. Students, also, should be encouraged to make their own connections.

BALANCE

When planning an effective language arts program several types of balance are important.

1. Balance Between Skill-Building and Skill-Application

   At times there will be a need to isolate individual language arts skills for specific attention. However, these should be returned to meaningful context to allow students to use them in a variety of realistic situations.

2. Balance of Viewing, Listening, Reading, Speaking, Writing, Presenting Activities

   The language arts program should reflect an appropriate daily balance of viewing, listening, reading, writing, and presenting.

3. Balance Between Needs of Students and Program Objectives

   The language arts program should encourage students to proceed at a rate that provides time for growth in essential skills and allows ample time for application. Grouping and individual instruction can facilitate reinforcement and remediation of specific skill areas.

MEETING INDIVIDUAL AND GROUP NEEDS

An effective language arts program should accommodate the range of student needs, abilities, and interests usually found in any one classroom.

Allowances for individual differences can be facilitated in different ways:

- varying the intensity or type of readiness (pre-learning activity);
- varying the amounts of time on learning activity and reviewing (pacing);
- adjusting content in terms of concept complexity, readability, and topic to the abilities and interests of the students (material selection);
- using a variety of teaching strategies or approaches (presentation);
- establishing realistic expectations of student performance based upon informal and formal assessments (ongoing evaluation).

In many cases, these strategies will be used with individual or small groups of students. Grouping can also facilitate a number of language goals that are discussed in the guide. Many activities related to listening, speaking, reading, writing, drama, and viewing will involve the use of a variety of grouping techniques. Groupings (whether based on student needs or interest) should always be flexible.

It is important to use a variety of organizational forms to provide an interesting learning environment that facilitates thinking and language growth. Through writing, in various sizes and types of groups, students are able to interact with each other and apply many of the language skills they are learning.

MEETING SPECIAL NEEDS

It would be hoped that by using the strategies described above that the language arts program can be modified or extended to meet the needs of most students. However, it can be expected that in any given school there may be students for whom a modified program is still not suitable.

In many cases a remedial or an adaptive program may be appropriate. Many schools have support personnel that can help classroom teachers identify such students, make appropriate programming decisions, and accommodate them in as much of the regular curriculum as possible.

The basic philosophies and emphases in this document will be relevant to any program that deals with language growth and the acquisition of communication skills. It is the more specific objectives, material, and teaching strategies that need to be changed when developing adaptive programs. A student requiring an adaptive program in one area of language arts may very well be capable of handling the regular program in other areas.

There are many services available for special needs students (Child Developmend and Support Services, Child Guidance Center, E.S.L. programs and handbooks, Programs for the Gifted, etc.)

TIME ALLOTMENTS

A balanced English language arts program requires that emphasis be given to listening, speaking, reading, writing, literature, and language study as outlined in this guide. The most efficient way of accomplishing this balance is through an integrated program which focuses on the thinking processes common to all elements of the language arts and to other subject areas.

The program objectives are defined with the intent that as many students as possible can achieve success within the program. However, variation in age, experience, and abilities make it possible for all students to achieve at the same rate or attain the same level of performance Depending on the activity, different groupings of students as well as varying amounts of time will be necessary to meet the objectives. The time allotments suggested below represent the amount of time required on average to achieve the program's objectives. It should be noted that the content of other subjects can and should be used to develop language skills.

Grades

K-3	600 minutes per week 120 minutes per day
4-6	500 minutes per week 100 minutes per day
7-9	375 minutes per week 75 minutes per day
10-12	Minimum of 110 hours of instruction per course credit

SCOPE AND SEQUENCE

The following Scope and Sequence Charts attempt to emphasize the relationship between thinking and language outlined earlier. The program elements are the vehicles through which this thinking and language growth can be fostered. It should be noted that the language and thinking goals change little across the levels. What does change, of course, is the complexity of the language and thinking as well as the application. This growth is reflected more clearly in the suggested activities and teaching strategies which will be published separately.

The specific listening, speaking, reading, and writing objectives may assist teachers in obtaining a general insight and overview of the range and progression of language arts skills.

However, the teacher has considerable flexibility in defining pacing, sequence, and content. The objectives of the program should:

1. meet the needs and interest of the students;
2. utilize resources and materials available to the teacher;
3. accommodate teaching strategies and personality of the teacher.

Please note that the objectives and levels are only general suggestions. More specific descriptions of the skills involved in each language strand are included in the second part of the guide. If the students are having difficulty attaining the general goals and intents outlined in the scope and sequence, teachers may, after diagnosing the needs of their students, want to emphasize some of the more specific skills with individuals or groups. Suggestions for diagnosing and identifying such needs are included in the evaluation sections.

KINDERGARTEN - GENERAL THINKING AND LANGUAGE GOALS

Thinking

The students should demonstrate growth in their ability to:

plan	describe	sense emotions	classify	organize
predict	explain	give opinions	compare	prefer
sequence	summarize	evaluate	select	make judgements

Language

The students should show growth in their ability to use language for:

self-maintenance (e.g., directing actions of self)
social communication (e.g., relating to others)
cognitive development (e.g., logical reasoning, memory development)
self-expression (e.g., artistic use of language)

The students' language should reflect an increasing awareness of:

phonology - sounds syntax - order semantics - meaning

Program Elements

These thinking and language skills should be fostered through a language arts program in which children will:

listen to/for:

stories	comparisons
poems	classifications
songs	opinions
simple directions	sequence
explanations	preferences
descriptions	expression of feeling

read/view a variety of written/illustrated:

experience charts	filmstrips
pictures	words
picture books	procedures

communicate orally using:

directions	instructions
discussions	conversations
stories	descriptions
classifications	comparisons
sequences	feelings

use illustrations or written form for communication of:

descriptions	stories
ideas	

KINDERGARTEN - SPECIFIC LISTENING, SPEAKING, READING, WRITING OBJECTIVES

ORACY

Listening — Students should be able to -

Comprehend auditory information:
- recall/retain auditory information;
- recall a sequence of two or more events.

Begin to recognize uses of language:
- recall simple instructions.

Apply inferential thinking skills to listening activities:
- sense emotions;
- make judgements.

Demonstrate a phonetic awareness of sounds:
- distinguish characteristics of sound;
- identify similarities of sound;
- recognize differences in sound;
- repeat and begin to select rhyming words.

Develop an awareness of the rhythm of language:
- recite rhymes.

Speaking — Students should be able to -

Demonstrate an ability to communicate with others
- communicate using a variety of verbal and non-verbal skills;
- speak clearly.

Show growth in the complexity of language:
- use appropriate language structures.

Begin to use language for a variety of purposes:
- participate in creative drama a dialogue.

LITERACY

Reading — Students should be able to -

Comprehend literally:
- associate visual and auditory information.

Develop visual skills necessary for reading:
- discriminate and remember spatial position, figure ground;
- discriminate similarities and differences of shapes, symbols, and words;
- recognize consistency of form.

Demonstrate a phonetic awareness:
- associate visual symbols with auditory sounds.

Writing — Students should be able to -

Demonstrate motor and visual skills necessary for the process of writing:
- develop gross motor control, eye-hand coordination, left-right hand movement.

Begin to use written language for a variety of purposes:
- use illustrations or symbols to convey ideas or feelings.

RECEPTION

TRANSMISSION

GRADE I - GENERAL THINKING AND LANGUAGE GOALS

Thinking — The students should demonstrate growth in their ability to:

plan	describe	sense emotions	classify	organize
predict	explain	give opinions	compare	prefer
sequence	summarize	evaluate	select	make judgements

Language — The students should show growth in their ability to use language for:

self-maintenance (e.g., directing actions of self)
social communication (e.g., relating to others)
cognitive development (e.g., logical reasoning, memory development)
self-expression (e.g., artistic use of language)

The students' language should reflect an increasing awareness of:

phonology - sounds syntax - order semantics - meaning

Program Elements — These thinking and language skills should be fostered through a language arts program in which children will:

listen to/for:

stories	explanations
poems	descriptions
songs	comparisons
simple reports	sequence
rhymes	opinions
jingles	preferences
simple directions	expressions of feelings

read/view a variety of written/illustrated:

experience charts	stories
picture books	poems
pictures	rhymes
pictorial filmstrips	jingles
paragraphs	

communicate orally using:

stories	directions
poems	instructions
songs	conversations
jingles	descriptions
interviews	comparisons
reports	sequence
rhymes	expressions of feelings

use illustrations or written form for communication of:

experiences	labels
ideas	poems
thank-you letters	stories
invitations	

GRADE I - SPECIFIC LISTENING, SPEAKING, READING, WRITING OBJECTIVES

ORACY

Listening — Students should be able to -

Comprehend auditory information:
- recall/retain sequence of two or three events.

Recognize uses of language:
- recall/retain direction;
- recall/retain information.

Apply inferential and creative thinking to listening activities:
- predict;
- sense emotion;
- give opinions;
- make judgements.

Demonstrate a phonetic awareness of sounds:
- discriminate similarities and differences of sounds;
- identify initial, medial, and final sounds;
- select rhyming words;
- recognize the relationship between the sounds of language and their symbols.

Develop an awareness of the intonation and rhythm of language:
- recite rhymes.

Speaking — Students should be able to -

Demonstrate an increasing ability to communicate with peers, adults, and groups:
- use a wide variety of verbal and non-verbal communication skills;
- speak clearly.

Demonstrate a growth in the complexity of language:
- use appropriate language structures;
- speak in sentences.

Begin to develop the ability to communicate to audiences:
- use creative dramatization and dialogue.

LITERACY

Reading — Students should be able to -

Develop visual skills necessary for the process of reading:
- discriminate and remember spatial position, figure ground;
- understand constancy of form.

Comprehend written material:
- locate and recall information.

Apply inferential thinking skills to reading:
- predict;
- sense emotion;
- make comparisons.

Develop sight word recognition:
- instantly recognize words used in reading material.

Demonstrate an awareness of phonetic and structural analysis:
- associate auditory and visual information;
- use phonetic analysis (initial, medial, and final consonants, long and short vowels, initial consonant diagraphs, simple phonograms);
- use structural analysis to identify words (roots, compound words, common affixes).

Writing — Students should be able to -

Demonstrate an increasing ability to communicate with others through written language:
- understand and use manuscript letter forms;
- print legibly.

Begin to select form for purpose:
- use appropriate forms for clear communication (illustrated or written experiences, ideas, stories, thank you letters).

Demonstrate growth in complexity of language:
- begin to use punctuation for clear communication (periods, question marks, capital letters).

RECEPTION

TRANSMISSION

GRADE 2 - GENERAL THINKING AND LANGUAGE GOALS

Thinking

The students should demonstrate growth in their ability to:

plan	describe	sense emotions	classify	organize
predict	explain	give opinions	compare	prefer
sequence	summarize	evaluate	select	make judgements

Language

The students should show growth in their ability to use language for:

self-maintenance (e.g., directing actions of self)
social communication (e.g., relation to others)
cognitive development (e.g., logical reasoning, memory development)
self-expression (e.g., artistic use of language)

The students' language should reflect an increasing awareness of:

phonology - sounds syntax - order semantics - meaning

Program Elements

These thinking and language skills should be fostered through a language arts program in which children will:

listen to/for:

simple reports	songs
instructions	simple directions
conversations	explanations
discussions	descriptions
stories	comparisons
poems	sequence
jingles	opinions
rhymes	preferences
jokes	expressions of feelings

read/view a variety of written/illustrated:

pictures	directions
stories	lists
poetry	rhymes
paragraphs	jingles
simple graphs & charts	experience charts
reports	picture books
	pictorial filmstrips

communicate orally using:

reports	sequence
instructions	expressions of feelings
discussions	stories
conversations	songs
interviews	rhymes
directions	jingles
descriptions	poems
comparisons	

use illustrations or written form for communication of:

letters	poems
. friendly	rhymes
. invitations	paragraphs
. thank-you	illustrations
invitations	labels
lists	simple charts
instructions	experiences
directions	ideas
stories	

GRADE 2 - SPECIFIC LISTENING, SPEAKING, READING, WRITING OBJECTIVES

ORACY

Listening Students should be able to -

Comprehend auditory information:
- associate visual and auditory information;
- recall details;
- recall sequence of three or four events.

Recognize uses of language:
- recall complete directions.

Apply inferential thinking skills to listening activities:
- predict;
- sense emotion;
- give opinions;
- make judgements;
- compare.

Demonstrate a phonetic awareness of sounds:
- recognize consonants, blends, vowels, diagraphs;
- recognize structural elements (roots, plurals, compound words, contractions, etc.).

Continue to develop an awareness of the intonation and rhythm of language:
- recite simple poems.

LITERACY

Reading Students should be able to -

Continue to develop visual skills necessary for the process of reading:
- discriminate similarities and differences of visual symbols using more complex material.

Comprehend written material:
- associate visual and auditory information;
- locate and recall information in increasingly complex material.

Apply inferential thinking skills to reading:
- identify through context;
- predict;
- sense emotion;
- make comparisons;
- give opinions.

Continue to develop sight word recognition:
- recognize a greater number of words instantly.

Demonstrate an awareness of phonetic and structural analysis:
- use a wider variety of phonetic analysis skills to identify words (e.g., consonant blends, vowel clusters, and phonograms);
- use structural analysis to identify words, contractions, possessives, comparatives).

RECEPTION

ORACY

Speaking Students should be able to -

Demonstrate an increasing ability to communicate with peers, adults, and groups:
- speak clearly at a suitable rate;
- use correct pronunciation;
- practice voice control;
- use appropriate gestures/facial expressions and voice quality.

Demonstrate growth in using more complex language forms:
- choose appropriate language form (formal, informal, etc.) appropriate to purpose.

Continue to develop the ability to communicate to audiences:
- use creative dramatization and dialogue.

LITERACY

Writing Students should be able to -

Demonstrate an increasing ability to communicate effectively with others:
- develop fine motor control necessary for the process of writing;
- use standard manuscript letter forms, write legibly and display increased speed.

Continue to select form for purpose:
- use appropriate form of written language for clear communication (stories, letters, lists, poems, instructions, directions, simple charts, and illustrations).

Demonstrate growth in the complexity of language:
- use correct punctuation for clear communication (periods, question marks, commas, capital letters).

Begin to see the need for and use proofreading skills:
- use basic spelling vocabulary and apply knowledge of phonetic and structural analysis to written work.

TRANSMISSION

GRADE 3 - GENERAL THINKING AND LANGUAGE GOALS

Thinking

The students should demonstrate growth in their ability to:

plan	describe	sense emotions	classify	organize
predict	explain	give opinions	compare	prefer
sequence	summarize	evaluate	select	make judgements

Language

The students should show growth in their ability to use language for:

self-maintenance (e.g., directing actions of self)
social communication (e.g., relating to others)
cognitive development (e.g., logical reasoning, memory development)
self-expression (e.g., artistic use of language)

The students' language should reflect an increasing awareness of:

phonology - sounds syntax - order semantics - meaning

Program Elements

These thinking and language skills should be fostered through a language arts program in which children will:

listen to/for:

simple reports	rhymes
directions	stories
instructions	poems
explanations	jingles
conversations	jokes
descriptions	riddles
discussion	songs
comparisons	introductions
sequence	interviews
opinions	reports
preferences	plays
expressions of feelings	

communicate orally using:

reports	expressions of feelings
instructions	stories
discussions	songs
conversations	rhymes
interviews	jingles
directions	poems
descriptions	jokes
comparisons	introductions
sequence	

read/view a variety of written/illustrated:

experience charts	lists
picture books	directions
pictures	rhymes
filmstrips	jingles
paragraphs	jokes
stories	reports
poems	plays
graphs	recipes
charts	posters
reports	

use illustrations or written form for communication of:

experiences	poems
ideas	rhymes
paragraphs	instructions
letters	directions
. friendly	illustrations
. invitations	labels
. thank-you	charts
lists	outlines
stories	simple notes

GRADE 3 - SPECIFIC LISTENING, SPEAKING, READING, WRITING OBJECTIVES

ORACY

Listening Students should be able to -

Comprehend auditory information:
- demonstrate growth in auditory memory recall (details, sequence, directions, poems, stories, posters, slides, etc.)

Apply inferential thinking skills to listening activities:
- plan;
- predict;
- summarize;
- evaluate;
- select.

Demonstrate a phonetic awareness of sounds:
- identify consonants, vowels, diagraphs, blends, etc.;
- identify word structures, roots, prefixes, suffixes, compounds, and syllables.

Develop an awareness of intonation to clarify meaning:
- distinguish characteristics of pitch, intensity, quality, duration, sequence.

LITERACY

Reading Students should be able to -

Comprehend written material:
- locate and recall information in increasingly complex material.

Continue to apply inferential thinking skills to reading:
- identify words through context;
- predict;
- sense emotion;
- summarize;
- evaluate.

Begin to use reading for a variety of purposes:
- apply reading skills to both fiction and non-fiction.

Continue to develop visual skills necessary for the process of reading:
- continue to refine discrimination and memory skills learned in previous grades, associate visual and auditory information;
- continue to develop sight word recognition;
- recognize, instantly, words that occur frequently;
- demonstrate an awareness of phonetic and structural analysis;
- use phonetic analysis to identify words (consonants, vowels, diagraphs, dipthongs, vowel variants, phonograms);
- use structural analysis to identify words (word structures, prefixes, suffixes, syllables).

RECEPTION

GRADE 3 - SPECIFIC LISTENING, SPEAKING, READING, WRITING OBJECTIVES (Cont'd)

ORACY

Speaking — Students should be able to -

Demonstrate an increasing ability to communicate with peers, adults, and groups:
- recognize the importance of accepted social behaviour in oral language relations;
- practice accepted rules for person-to-person conversations - telephone conversations, discussions, reports, introductions, and interviews;
- use body language, facial expression, and voice quality to convey meaning;
- use correct pronunciation and suitable voice control and posture.

Demonstrate a growing ability to recognize the variety of purposes of language:
- use appropriate language structures (e.g., formal, informal) in a variety of situations.

Continue to develop the ability to communicate to audiences:
- use creative dramatization and dialogue.

LITERACY

Writing — Students should be able to -

Demonstrate an increasing ability to communicate effectively with others:
- use standard forms of manuscript and cursive writing;
- write legibly with reasonable speed.

Continue to select form for purpose:
- use the appropriate forms of written language for clear communication (paragraphs, stories, directions, instructions, recipes, simple notes, letters, outlines, poetry).

Demonstrate growth in the complexity of language:
- use correct punctuation for clear communication (periods, question marks, quotation marks, apostrophe, hyphen, capital letters).

Begin to apply proofreading skills:
- use basic spelling skills, apply knowledge of phonetic and structural analysis to written work.

Show an understanding of the different forms and functions of words:
- use parts of speech (noun, verb, adjective, adverb) appropriately.

Show an ability to organize information from a variety of sources:
- apply study skills to writing for the specific purpose of gathering and sharing information.

TRANSMISSION

GRADE 4 - GENERAL THINKING AND LANGUAGE GOALS

Thinking

The students should demonstrate growth in their ability to:

plan	describe	sense emotions	classify	analyze
predict	explain	give opinions	compare	synthesize
sequence	summarize	evaluate	hypothesize	

Language

The students should show growth in their ability to use language for:

self-maintenance (e.g., directing actions of self)
social communication (e.g., relating to others)
cognitive development (e.g., logical reasoning, memory development)
self-expression (e.g., artistic use of language)

The students' language should reflect an increasing awareness of:

phonology - sounds syntax - order semantics - meaning

Program Elements

These thinking and language skills should be fostered through a language arts program in which children will:

listen to:

- fairy tales
- tall tales
- animal stories
- biographies
- invitations
- replies
- poetry
- plays
- haiku
- rhymes
- jingles
- introductions
- conversations
- discussions
- interviews
- reports
- personal anecdotes
- directions
- jokes
- songs
- instructions
- explanations
- conversations
- descriptions
- comparisons
- sequence
- preferences
- expression of feelings

read:

- stories
  - . fairy
  - . tall
  - . animal
  - . biography
  - . autobiography
- invitations
- replies
- friendly letters
- newspapers
- outlines
- interviews
- summary
- poetry - jingles
- plays
- posters
- proofreading
- recipes
- jokes
- charts and graphs
- experience charts

use oral language for:

- story telling
  - . fairy tales
  - . tall tales
  - . animal stories
  - . biographies
  - . autobiographies
- rhymes
- poetry
- plays
- choral speaking
- songs
- jokes
- personal anecdotes
- conversation
- informal talk
- formal talk
- discussion
- invitation
- reply
- introductions
- interviews
- reports
- instructions
- directions
- descriptions

write:

- animal stories
- biographies
- autobiographies
- booklets
- invitations
- replies (letters)
- friendly letters
- thank-you letters
- diaries
- poetry
- riddles
- experiences
- paragraphs
- reports
- rhymes
- instructions
- directions
- illustrations
- charts
- outlines
- notes

GRADE 4 - SPECIFIC LISTENING, SPEAKING, READING, WRITING OBJECTIVES

ORACY

Listening Students should be able to -

Comprehend auditory information:
- demonstrate growth in visual/auditory memory recall (details, sequence, direction, poems, stories, plays).

Apply inferential thinking skills to listening activities:
- summarize;
- give opinions;
- evaluate;
- analyze;
- hypothesize.

Demonstrate an increasing awareness of phonetic and structural skills:
- apply phonetic and structural analysis of words received auditorily.

Continue to develop an awareness of intonation and rhythm of language:
- distinguish intensity, pitch, quality, and sequence of a variety of sounds.

LITERACY

Reading Students should be able to -

Comprehend written material:
- locate, recall, and organize information in increasingly complex material.

Continue to apply inferential thinking skills to reading:
- summarize;
- give opinions;
- evaluate.

Demonstrate an ability to collect information:
- display study skills related to the use of reference material, dictionaries, use of non-fiction print.

Continue to develop visual skills necessary for the reading process:
- refine auditory and memory skills;
- associate visual and auditory information using more complex material.

Demonstrate an increasing ability to use a combination of sight word, phonetic and structural analysis, and context to recognize words:
- recognize instantly a greater number of words that occur frequently in reading material;
- apply phonetic and structural analysis to decide unfamiliar words in isolation and context.

Recognize and apply a variety of language skills:
- use punctuation to clarify meaning.

RECEPTION

GRADE 4 - SPECIFIC LISTENING, SPEAKING, READING, WRITING OBJECTIVES (Cont'd)

ORACY

Speaking Students should be able to -

Demonstrate an increasing ability to communicate with peers, adults, and groups:
- use appropriate facial expressions, gestures, postures, and voice control.

Continue to demonstrate an ability to recognize the variety of purposes of language:
- use appropriate language structures, (e.g., formal, informal) in a variety of situations.

Continue to develop the ability to communicate to audiences:
- use creative drama, puppetry, pageantry.

LITERACY

Writing Students should be able to -

Demonstrate an increasing ability to communicate with others:
- use standard forms of manuscript and cursive writing;
- write legibly with increasing speed.

Continue to select form for purpose:
- use appropriate forms of language for clear communication (paragraphs, stories, directions, instructions, recipes, simple notes, letters, outlines, poetry, reports, diaries).

Demonstrate growth in the complexity of language:
- use correct punctuation for clear communication (periods, question marks, quotation marks, apostrophe, hyphen, capital letters, exclamation mark).

Apply proofreading skills:
- read over written work for purpose of changing or correcting content, punctuation, capitalization, spelling.

TRANSMISSION

GRADE 5 - GENERAL THINKING AND LANGUAGE GOALS

Thinking

The students should demonstrate growth in their ability to:

plan	describe	sense emotions	classify	analyze
predict	explain	give opinions	compare	synthesize
sequence	summarize	evaluate	hypothesize	

Language

The students should show growth in their ability to use language for:

self-maintenance (e.g., directing actions of self)
social communication (e.g., relating to others)
cognitive development (e.g., logical reasoning, memory development)
self-expression (e.g., artistic use of language)

The students' language should reflect an increasing awareness of:

phonology - sounds syntax - order semantics - meaning

Program Elements

These thinking and language skills should be fostered through a language arts program in which children will:

listen to:

- stories
  - . autobiography
  - . fantasy
  - . myths
  - . legends
  - . fables
  - . science fiction
  - . fairy tales
  - . tall tales
- club meetings
- reports
- puppet shows
- plays
- films
- filmstrips
- poetry
- haiku
- personal anecdotes
- jokes
- songs
- rhymes

read:

- stories
  - . fairy
  - . tall
  - . animal
  - . fantasy
  - . myth
  - . legend
  - . fable
  - . science fiction
- business letters
- reports
- diaries
- interviews
- mimes
- films
- filmstrips
- experience charts
- recipes
- charts and graphs
- puppet show scripts
- plays
- poetry
- letters
  - . friendly
  - . invitation
  - . reply
  - . thank-you
- newspapers
- magazines
- posters
- summary
- outlines
- notes

use oral language for:

- poetry
- plays
- puppetry
- skits
- story telling
  - . science fiction
  - . fantasy
  - . fairy tales
  - . animal tales
- rhymes
- choral speaking
- songs
- jokes, riddles
- autobiography
  - . myths
  - . legends
  - . fables
- personal anecdotes
- formal talk
- discussion
- interview
- reports
- instructions
- descriptions

write:

- experience charts
- labels
- captions
- topical outlines
- stories
- poetic forms
- diaries
- logs
- letters
  - . friendly
  - . invitation
  - . reply
  - . thank-you
- summaries
- short plays
- jokes
- riddles
- experiences
- reports
- charts
- outlines
- notes
- instructions

ORACY

Listening

Students should be able to -

Comprehend literally, inferentially, critically:
- identify main idea and specific details;
- recognize sequence;
- make inferences and imply meanings;
- make judgements and draw conclusions;
- predict outcomes;
- recognize cause-effect relationships;
- recognize figurative language and sensory impressions;
- discriminate between real and imaginary
- respond to mood;
- follow directions.

Make simple topical outlines from material presented orally.

Adapt listening to the communication context: person-to-person, size of group (large or small).

Listen with enjoyment and appreciation for recreational purposes (music, drama, radio, etc.).

Discriminate similarities and differences of sounds:
- build a listening vocabulary;
- continue contextual analysis: syntactic cues (roots, affixes), semantic cues (word order), signal words (furthermore, thus);
- understand multiple meanings, connotations, denotations, antonyms, synonyms, and specialized vocabulary.

Develop an awareness of the intonation, rhythm of language:
- listen to and recognize emotional reactions;

LITERACY

Reading

Students should be able to apply the reading skills and objectives of Grades 1, 2, 3, and 4. Students should be able to -

Comprehend literally and inferentially:
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex written material;
- read for pleasure and information from a variety of sources;
- respond to different types and forms of literature at an appropriate level.

Collect, study, and organize information:
- use the dictionary;
- locate information through using parts of a book, graphs, charts, and reference material;
- summarize information;
- take notes from reading.

Read orally and silently:
- adjust reading rate to specific purposes and materials.

Build and extend vocabulary through:
- word recognition -
  - . recognize vocabulary in content areas;
  - . recognize frequently used words;
  - . show an understanding of sight vocabulary;
- word meaning -
  - . define words read in context;
  - . provide synonyms and antonyms;
  - . identify homophenes, homographs;
  - . understand figurative expressions;
  - . begin to develop knowledge of word origins.

RECEPTION

GRADE 5 - SPECIFIC LISTENING, SPEAKING, READING, WRITING OBJECTIVES

ORACY

- understand and respond to sentence forms -
  . simple, compound;
  . interrogative, imperative, exclamatory, assertive;
- understand and sense appropriateness of register of language used in variety of contexts.

Speaking

Students should be able to -

Use language effectively in all aspects of thinking (self-direction, organization, prediction, evaluation, and imagination).

Communicate orally using a widening variety of forms: discussion, report, story telling, and drama.

Demonstrate oral fluency for different purposes.

Demonstrate growth in precise vocabulary and figurative language.

Demonstrate control over verbal and non-verbal communication skills: adjusting volume, pitch, rate, gestures, and facial expressions to purpose and by using intonation to suit characterization and meaning.

Demonstrate the difference between formal and informal language.

Understand the role of the speaker relative to audience.

Begin to use intonation, inflections, pauses, gestures, and variable rates to punctuate speech.

LITERACY

Demonstrate phonographic, structural analysis skills:
- apply phonetic and structural analysis to decide unfamiliar words in isolation and context;
- understand sentence structure.

Writing

Students should be able to -

Write in widening contexts using the following forms:
- stories (two to four paragraphs);
- simple poetic forms (jingles, riddles, jokes);
- booklts, logs, diaries;
- topical outlines;
- letters (friendly, invitations, thank-you notes);
- notes (note-taking, note-making);
- simple bibliography (author, title, page of book).

Demonstrate competency in language usage:
- capital letters;
- punctuation;
- contractions;
- word study;
- possessives;
- abbreviations.

Show increasing competencies in mechanics:
- legible handwriting;
- proofreading;
- spelling;
- editing.

Use and understand different forms and functions of the parts of speech (e.g., noun, adjective, adverb, verb).

Understand and apply the concepts of subject and predicate.

Use the dictionary to check spelling and meaning.

Begin to expand and combine some sentences.

TRANSMISSION

GRADE 6 - GENERAL THINKING AND LANGUAGE GOALS

Thinking

The students should demonstrate growth in their ability to:

plan	describe	sense emotions	classify	analyze
predict	explain	give opinions	compare	synthesize
sequence	summarize	evaluate	hypothesize	

Language

The students should show growth in their ability to use language for:

self-maintenance (e.g., directing actions of self)
social communication (e.g., relating to others)
cognitive development (e.g., logical reasoning, memory development)
self-expression (e.g., artistic use of language)

The students' language should reflect an increasing awareness of:

phonology - sounds syntax - order semantics - meaning

Program Elements

These thinking and language skills should be fostered through a language arts program in which children will:

listen to: (in addition to what has gone before)

poetry-haiku	fables
free verse	science fiction
historical fiction	fairy and tall tales
limerick	meetings
quatrain	puppet shows
panel discussion	plays
autobiography	films
biography	reports
fantasy	personal anecdotes
myths	songs
legends	

read:

stories	diaries
. fables, legends, myths	business letters
. historical fiction	interviews
cartoons	charts and graphs
codes	puppetry
detailed outlines	plays
puns	newspapers
conundrums	magazines
poetry (wide range)	posters
. free verse	summaries
. narrative poetry	outlines
reports	notes

use oral language for: (in addition to what has gone before)

- interviews
- club meetings
- improvisations
- story telling
  - . historical fiction
  - . science fiction
- poetry
- plays
- puppetry
- skits
- choral speaking
- songs
- jokes, riddles
- autobiography
  - . myths
  - . legends
  - . fables
- personal anecdotes
- formal talk
- discussion
- reports
- instructions
- descriptions

write:

- simple descriptions
- simple expositions
- narrative dialogue
- two-step outlines
- compositions
- simple scripts
- reports
- booklets
- logs
- diaries
- variety of poetic forms
- historical fiction
- experience charts
- letters
  - . business
  - . friendly
  - . reply
  - . invitation
  - . thank you
- summaries
- jokes
- riddles
- charts and graphs
- notes (taking and making)
- instructions

GRADE 6 - SPECIFIC LISTENING, SPEAKING, READING, WRITING OBJECTIVES

ORACY

The objectives taught in Grade 5 are to be extended at this grade at a higher level of sophistication according to ability and interest.

Listening — Students should be able to -

Continue to move beyond the literal meaning and interpret meanings not actually stated:
- listen for the demands of a panel discussion;
- listen critically to a variety of poetic forms;
- make simple value judgements about what has been heard;
- follow the development of an idea in a discussion.

Correlate listening with speaking: listen to student reports, group presentations, and demonstrations.

Begin making two-step outlines of material heard.

Begin the practice of note taking.

Extend recreational and appreciative listening.

Discriminate similarities and differences of sounds:
- understand and build a widening listening vocabulary.

Listen for the rhythm of language, language patterns, accents, and dialects:
- recognize phrases, pauses, and transitional words that punctuate speech;
- recognize simple sentence patterns and extend to more complex patterns;
- recall speaker's use of effective words, phrases, and figurative language;
- listen for setting and mood of the story and to the emotional reactions of the story teller;

LITERACY

Students should be able to apply the reading skills and objectives of Grades 1 through 5.

Reading — Students should be able to -

Comprehend literally, inferentially, and critically:
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex, written material;
- read for pleasure and information from a variety of sources out of general interest and to broaden understanding;
- identify and respond to different types and forms of literature.

Collect, study, and organize information:
- use the dictionary;
- locate information through using reference material, graphs, maps, encyclopedias, periodicals, and library sources;
- summarize, verify;
- take notes.

Read orally and silently:
- adjust reading rate to specific purposes and materials.

Build and extend vocabulary through:
- word recognition -
  . apply such contextual analysis as roots, affixes, word order, signal words;
  . use configuration clues;
- word meaning -
  . continue to define discrimination learned previously;
  . write metaphors and similies;
  . continue to develop knowledge of word origins.

Demonstrate phonographic, structural analysis skills:
- apply phonetic and structural analysis to decide unfamiliar words in isolation and context;

RECEPTION

ORACY

- recognize the speaker's purpose, point of view and choice of language.

Speaking — Students should be able to -

Use language effectively in all aspects of thinking (e.g., self-direction, organization, prediction, evaluation, and imagination.

Communicate orally using a widening variety of forms (conversation, story telling, personal anecdote, skits).

Speak more fluently and at greater lengths.

Demonstrate growth in oral language vocabulary: (precise vocabulary, figurative language).

Demonstrate control over verbal and non-verbal communication: adjust volume, pitch, rate, gesture, and facial expression to purpose and audience.

Demonstrate the difference between formal and informal language.

Use formal language effectively (reporting, demonstrating, interviewing).

Participate in informal and formal exchange with others.

Demonstrate appropriate social behaviours relevant to the speaking situation (group meetings, interviews).

Participate courteously, address the topic, and respond appropriately.

Begin to use intonation, inflection, pauses, gestures, and variable rates to punctuate speech.

LITERACY

- understand sentence structure.

Writing — Students should be able to -

Write in widening contexts using the following forms:
- stories involving three/four paragraphs with some dialogue;
- stories, tales, fantasy, fables, legends;
- simple descriptions and expositions;
- letters (social and business letters of request);
- outlines (two-step);
- poetry (variety);
- simple scripts;
- reports, logs, diaries, booklets, journals;
- notes and note-taking of several sentences;
- autobiographies;
- summaries;
- bibliographies (author, title, publisher, date of publication, page of book).

Demonstrate competency in language usage: capital letters, punctuation, verb tenses, etc.

Show increasing competency in mechanics: spelling, legible handwriting, proofreading, editing.

Use and understand different forms of the parts of speech (e.g., types of nouns, linking verbs, prepositions, pronouns, conjunctions).

Understand and apply such concepts as object and complement.

Understand the four most common sentence patterns (kernel sentences).

Begin to produce, expand, and combine various types of sentences.

Increase competency in the use of the dictionary.

TRANSMISSION

GRADE 7 - GENERAL THINKING AND LANGUAGE GOALS

Thinking

The students should demonstrate growth in their ability to:

plan	describe	sense emotions	classify	analyze
predict	explain	give opinions	compare	synthesize
sequence	summarize	evaluate	hypothesize	

Language

The students should show growth in their ability to use language for:

self-maintenance (e.g., directing actions of self)
social communication (e.g., relating to others)
cognitive development (e.g., logical reasoning, memory development)
self-expression (e.g., artistic use of language)

The students' language should reflect an increasing awareness of:

phonology - sounds syntax - order semantics - meaning

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Program Elements

These thinking and language skills should be fostered through a language arts program in which children will:

listen to: (in addition to what has gone before)

demonstrations	plays
advertisements	films
. radio	records
. T.V.	songs
debates	autobiographies
meetings	biographies
puppetry	fantasy
poetry-haiku	myths
free verse	legends
historical fiction	fables
limerick	science fiction
quatrain	fairy and tall tales
panel discussion	personal anecdotes

read: (in addition to what has gone before)

memoirs	reports
short stories	diaries, logs
telegrams	social letters
book reviews	interviews
folk tales	puppetry
scripts	charts and graphs
advertisements	plays
cartoons	newspapers
codes	magazines
detailed outlines	posters
puns	summaries
conundrums	outlines
poetry (wide range)	notes

use oral language for:

- oral interpretation
- panel discussion
- story telling
- puppetry for entertainment of younger children
- discussion
- personal anecdotes
- reports (news, facts)
- interviews
- meetings
- improvisations
- poetry
- plays
- skits
- choral speaking
- songs

write:

- notes (taking and making)
- three-step outline
- multi-paragraph composition
- extend writing with poetic forms
- simple scripts
- business letters
- social letters
- narrative dialogue
- reports
- logs, diaries
- historiacl fiction
- experience charts
- summaries
- jokes, riddles, cartoons
- charts, graphs, grids

ORACY

Extend objectives taught and practiced in Grades 5 and 6.

Listening — Students should be able to -

Understand, extend, and evaluate ideas received aurally/visually from increasingly complex material.

Use the skills of critical listening:
- distinguish between true and false statements, real and imaginary, fact and opinion;
- detect obvious bias;
- recognize obvious anologies.

Evaluate ideas expressed by the speaker.

Adapt rate of listening to specific purposes and materials.

Make two and three step outlines of material heard.

Begin to show organization in note taking.

Recognize and appreciate rhythm of language, language patterns, accents, and dialects:
- understand the meaning of a sentence and all its possible transformations (passive, negative, question);
- understand and respond to active and passive forms;
- understand subordinating techniques (subordinators and subordinate clauses);
- identify rhyming schemes and various poetic forms;
- recognize the paralingual methods of oral punctuation (intonation, inflection, pauses, rate, repetition, gestures).

Continue discriminating similarities and differences of sounds:
- show increased understanding of structural analysis (tense, number, gender);
- recognize word forms denoting abstract qualities.

LITERACY

Note reading objectives as outlined for Grades 5 and 6.

Reading — Students should be able to -

Comprehend literally, inferentially and critically:
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex, written material;
- read for appreciation;
- understand meaning of terms in vocabulary of language;
- understand linguistic structures.

Collect, study, and organize information:
- use the dictionary, general and specialized;
- locate information through using reference material, graphs, maps, tables, book parts, and library sources;
- take notes through specific study methods;
- manage time scheduling for assignments;
- study for subjective and objective testing.

Read orally and silently:
- use skimming;
- adjust reading rate for specific purposes and materials.

Build and extend vocabulary through:
- word recognition -
  - . recognize words that are introduced in a systematic way within the content areas;
- word meaning -
  - . recognize specific use of word choice;
  - . recognize expansion and precision of specialized vocabulary;
  - . recognize multiple meanings of words (denotation and connotation).

Demonstrate phonographic, structural analysis skills:

- apply phonetic and structural analysis to decide unfamiliar words in isolation and context.

RECEPTION

ORACY

Speaking Students should be able to -

Speak fluently at greater lengths about more complex and/or abstract ideas related to a wide variety of subjects.

Exchange information and share ideas, thoughts, and feelings.

Establish a meaningful relationship with an audience in both formal and informal situations.

Demonstrate growth in oral language vocabulary.

Demonstrate more proficiency in controlling verbal and non-verbal communication related to purpose and audience.

Share literary experiences through story telling, jokes, tall tales, and autobiographies.

Use formal language to communicate effectively through reporting, speech making, and formal discussion.

Adjust register and/or level of language appropriately and readily to the audience in a variety of situations.

Demonstrate appropriate social behaviour relevant to the speaking situation (participate courteously, address topic, respond appropriately).

LITERACY

Writing Students should be able to -

Write in widening contexts using the following forms:
- narrative stories (tales, legends, fantasy);
- multi-paragraph compositions using conversations;
- descriptions and simple expositions;
- letters (social, business);
- poetry (begin to use rhyme schemes);
- notes (note-taking and note-making showing good organization);
- simple scripts;
- outlines (three-step);
- newspaper advertisements and articles;
- reports, simple summaries;
- biographies, autobiographies;
- bibliographies (extend work done in Grade 6).

Demonstrate increasing competency in language usage: capital letters, punctuation, word study.

Show increasing competency in mechanics: spelling, handwriting (speed and legibility), proofreading, editing.

Use and understand the different forms of the principle parts of speech.

Begin to understand and to apply such concepts as predicate, appositives, modifiers, phrases, and clauses.

Show some understanding of the four common kernel sentences.

Show some ability to produce, expand, and combine some types of sentences.

Use the dictionary to check spelling and meaning (review and consolidate work begun in Grades 5 and 6).

GRADE 8 - GENERAL THINKING AND LANGUAGE GOALS

Thinking

The students should demonstrate growth in their ability to:

plan	describe	sense emotions	classify	analyze
predict	explain	give opinions	compare	synthesize
sequence	summarize	evaluate	hypothesize	

Language

The students should show growth in their ability to use language for:

self-maintenance (e.g., directing actions of self)
social communication (e.g., relating to others)
cognitive development (e.g., logical reasoning, memory development)
self-expression (e.g., artistic use of language)

The students' language should reflect an increasing awareness of:

phonology - sounds syntax - order semantics - meaning

Program Elements

These thinking and language skills should be fostered through a language arts program in which children will:

listen to: (in addition to all that's gone before)

- speeches
- forums
- reader's theatre
- propaganda
  - . radio
  - . T.V.
  - . speeches
- panel discussion
- demonstrations
- advertisements
- debate
- meetings
- puppetry
- poetry (wide range)
- historical fiction
- limerick
- quatrain
- plays
- films
- video tapes
- records
- songs
- novels
- short stories
- plays

read:

- proverbs
- essay
- editorials
- research
- scripts
- advertisements
- codes
- puns
- memoirs
- literature
- telegrams
- book reviews
- poetry
- posters
- summaries
- outlines
- notes
- detailed outlines
- conundrums
- diaries and logs
- social letters
- interviewing and being interviewed
- puppetry
- charts, graphs, grids
- plays
- newspapers
- magazines

use oral language for:

- workshops
- forums
- debates
- story telling
  - . improvisation
  - . view point
- puppetry for entertainment
- discussion
- personal anecdotes
- reports (news, science . . .)
- interviewing and being interviewed
- leading meetings
- poetry
- plays
- skits
- choral speaking
- songs

write:

- exposition and simple argument
- life skill writing
  - . filling out forms
- extending study-type writing
- writing newspaper and radio articles, scripts, plays
- writing longer poetry (i.e., ballads)
- note taking
- note making
- narrative dialogue
- outline
- multi-paragraphs
- compositions
- poetic forms
- script
- social letters
- summaries
- reports
- logs, diaries
- jokes, riddles, jingles
- cartoons
- charts, graphs grids

ORACY

Extend the objectives taught and practiced in previous grades. Previous listening experiences should be reviewed, maintained, and/or consolidated.

Listening — Students should be able to -

Identify and evaluate ideas as factual, fictional, opinionated, absurd, plausible, realistic, fanciful, relevant, propagandist.

Analyze and appreciate points of view.

Evaluate presentation in terms of the speaker's purpose, attitude, register of language, and delivery.

Adapt the rate of listening appropriately to material, speaker, and situation.

Listen, and discuss register, tone, dialect, and appropriateness of language used.

Listen with enjoyment and appreciation.

Take notes from organized oral presentations.

Make outlines using appropriate forms (after listening).

Understand all the basic sentence patterns.

Understand the ordering of relationships or events when common techniques or subordination are used.

Sense the relationships implied by the use of transitional phrases in a sentence to indicate the order of importance of events, comparison, or the order of time.

LITERACY

Note reading objectives as outlined for Grades 5, 6, and 7

Reading — Students should be able to -

Comprehend literally, inferentially, and critically through interpretation, application, analysis and synthesis.

Evaluate critically:
- develop own criteria for critical reviews of a variety of materials;
- make judgements about authors' qualifications;
- judge reasonableness between statements and conclusions;
- read for appreciation several literary forms.

Collect, study, and organize information:
- continue to develop previous objectives.

Read orally and silently:
- read at appropriate rates for grade level;
- read orally with expression.

Build and increase vocabulary through:
- wide reading;
- organizing own word study techniques.

Attack unfamiliar words through structural characteristics and extension of less common roots and affixes.

RECEPTION

ORACY

Speaking — Students should be able to -

Speak fluently about more complex and/or abstract ideas.

Share experiences, thoughts, and feelings effectively and exchange information meaningfully.

Integrate the elements of speaking: purpose, audience, message, form, style (voice, gesture, posture).

Demonstrate growth in oral language vocabulary.

Speak to reflect a syntactical understanding of language.

Speak to reflect a knowledge of the study of usage.

Communicate effectively through panels, discussions, debates, round-table discussions, and interviews (live and recorded).

Share skills of articulation, enunciation, and pronunciation as related to choral speaking, recitations, and drama.

Use spoken language for widening purposes: persuade, react, advertise, dissuade, argue.

Use language for entertainment, creativity, and humor.

Organize ideas and content to clarify meaning to the listener.

Use appropriate social behaviour relevant to the speaking situation.

LITERACY

Writing — Students should be able to -

Write in widening contexts using a variety of forms:
- legends, fables, tales, etc.;
- multi-paragraph compositions;
- narratives, descriptions, and simple expositions;
- simple argument;
- notes and letters (various types);
- scripts.

Extend study type and practical writing such as notes, outlines, reports, summaries, and articles.

Extend ability to write a variety of poetic forms (ballad).

Fill in business forms and questionnaries.

Increase competency in language usage.

Increase competency in mechanics: spelling, handwriting, proofreading, editing.

Understand and apply such devices as conjunctions and sentence connectors.

Show some understanding of the seven common kernel sentences.

To understand simple, compound, and complex sentences.

Demonstrate an ability to use the dictionary.

Demonstrate ability to produce, expand, and combine various types of sentences.

TRANSMISSION

The grade 9 to 12 program is still under development. The information on the following pages is provided as an indication of the direction planned to be taken at these levels. It is not intended to be a complete statement of grade objectives at this time.

GRADES 9-12 - GENERAL THINKING AND LANGUAGE GOALS

The general thinking and language goals for grades 9-12 are:

To promote the students' appreciation of and enjoyment of language and literature;
To develop proficiency in using language to think, and to communicate ideas and feelings through listening, oral language, reading, and writing;
To increase students' understanding of the way language operates;
To encourage students to read widely with involvement and understanding;
To encourage students' use of language and literature to explore their individuality, their common humanity, and their identity as Canadians.

Program Elements

Affective Element
- participating
- valuing
- assimilating

Cognitive Element
- generating
- sequencing
- synthesizing
- evaluating
- applying

Instructional Emphases
- content
- purpose
- audience
- situation
- vehicle
- style (language as process)
- form (language as product)

Levels of Engagement
- exploration
- awareness
- evaluation
- application

Literature

A wide range of materials representing a balance of the following:

- Canadian/non-Canadian
- genre/styles/forms/purposes
- for oral/silent reading
- complexity of content
- cultural backgrounds
- past/present
- fiction/non-fiction
- for intensive/extensive study
- perspectives
- interest levels/reading levels

Goals of the Literature Program

To promote appropriate responses to various literary uses of language;
To promote appropriate responses to various literary forms;
To enable a student to see a literary work as a reflection of its own time;
To give a student familiarity with great literary works of the past which form a part of our common cultural heritage;
To encourage the student to attempt his/her own forms of literary composition;
To expose a student to a variety of cultures, perspectives, and purposes.

Reading Students should be able to -

Consolidate and extend skills of previous grades;
Recognize a variety of ways in which ideas are organized for specific purposes;
Develop the habit of establishing a purpose for reading;
Consolidate and extend the knowledge base;
Use prior knowledge as a framework;
Develop critical or evaluative reading skills;
Extend reading rates beyond mere fluency toward efficiency;
Extend the ability to use reading both as a tool for learning and as a source of pleasure;
Develop ability to decode written language by applying a combination of the following skills: sight vocabulary/phonics/structural analysis/context/meaning vocabulary/punctuation/sentences/usage/dictionary skills;
Develop the ability to move beyond the literal meaning to interpret meanings not actually stated.

Writing Students should be able to -

Write honestly about personal experiences, opinions, and concerns as a means of growth in self-perception and self-understanding;
Write on various kinds of topics for various purposes and audiences in a planned and sequential manner;
Understand the importance of the underlying principles of clear and logical thinking in organizing and developing ideas;
Discover, limit, and develop their own topics;
Write descriptive/narrative/and expository/argumentative/and persuasive prose, and appropriate combinations of these;
Write experimentally and imaginatively;
Practice kinds of writing likely to be of practical use;
Write about content from other school subjects;
Use variety in sentence structure and precision in diction, spelling, punctuation;
Discuss their reactions to the ideas, approaches, and underlying assumption in each other's writing.

Reading Strategies

Free reading
Guided reading
- pre-reading activities
- post-reading activities
Extensive reading
Responding to various literary forms
Uninterrupted, sustained, silent reading
Responding to various uses of language
Talking and writing about reading
Critical reading
Oral reading
Analysis of sequential patterns
Modeling
Analysis of classification patterns
Activities designed to vary reading rates/purposes: scanning, skimming, intensive reading, leisure reading
Integrating activities.

Writing Strategies

Pre-writing activities: incubation, selection, focusing, and outlining
Post-writing activities: personal and group editing
Work at sentence level
Work at paragraph level
Sustained writing: narrative/descriptive/expository/persuasive
Timed and free-flow writing
Sentence combining
Writing for specific objectives
Composing orally
Responding to reading and other stimuli
Observing/note taking/expanding
Imaginative writing: poetry/scripts/short stories
Brain storming/categorizing/outlining
Rewriting
Integrating activities

Listening Students should be able to -

Expand vocabulary
Discern main ideas
Note specific details
Understand sequence
Infer information from tone, diction
Compare/predict
Question critically
Determine relevance
Differentiate between fact and opinion
Detect bias
Detect fallacious reasoning
Differentiate between emotional and rational language
Recognize and appreciate figurative language
Follow oral narration, description, exposition, and argument by perceiving variations in chronological, spatial, and logical development
Evaluate appropriateness of language usage
Recognize dialect and language communities

Speaking Students should be able to -

Recognize the relationship between speaking and listening, between speaking and writing
Use appropriate enunciation, pronunciation, projection, tonality, inflection, body language, and pacing
Expand vocabulary
Use language appropriate to audience/occasion
Express ideas and feelings
Organize and present material to inform/persuade
Develop proficiency in supporting/clarifying/questioning/comparing and contrasting/qualifying/defining/summarizing/paraphrasing
Read aloud
Develop skills useful in chairing, participating, moderating, and reporting
Use such radio equipment as microphones and tape-recorders

Listening Strategies

Pre-listening activities
Post-listening activities
The six W's: who, what, when, where, why, and how
Listening games
Drama: role playing and improvisation, scripted dramatizations
Small-group discussions
Development of a code of listening manners
Analysis of aural materials
Mass media
Panels, debates, and speeches
Note-taking
Integrating activities

Oral Language Strategies

The six W's: who, what, when, where, why, and how
Communication contexts
Drama: scripts, role playing, improvising
Choral speaking
Debates and panels
Small-group discussion
Reading aloud
Speeches
Oral composition
Presentations
Integrating activities

AN OVERVIEW OF THE SENIOR YEARS CONTINUUM

	GRADE NINE	GRADE TEN	GRADE ELEVEN	GRADE TWELVE
ENGAGEMENT	EXPLORATION grounded primarily in personal interests and responses, and employing a wide variety of materials, situations, and activities which are particularly suitable for generating ideas and personal responses in students	AWARENESS of the social aspects and dimensions of the communication process and man's struggle with both the natural and social environments/an emphasis on man in community or the "human outscape"	EVALUATION of ideas and stylistic considerations, both in the materials being studied and in the students' own output, oral and written selections and activities designed to make the students aware of the "inscape"	APPLICATION of situational and stylistic considerations to a wide variety of forms, both in one's listening and reading, and in one's own speaking and writing application as well, of various philosophic and cultural influences to reading and writing
FOCUS	ME Activities grounded in SELF and designed to evoke personal responses and ideas in the students	ME TO YOU Activities designed to move the student beyond a preoccupation with SELF into an awareness of "the you"	YOU TO IT Activities designed to move the student beyond the "you" to the more abstract concept of "it," and the inner self	IT Activities designed to consolidate students' ability to deal with abstractions, and with unseen and impersonal audiences
EMPHASES	CONTENT, VEHICLE, SITUATION opportunities to explore new and exciting contents, with exploration of how content is related to the vehicle and in the expression and the situation in which the communication takes place. These three were chosen for Grade 9 since they are the most obvious communication elements	AUDIENCE and PURPOSE the two major situational communication variables not emphasized in Grade 9 are now joined to content and medium to show students how the four variables interact to define a language and communication situation	STYLE an exploration of how the four situational variables interact to determine appropriate style/exercises designed to assess the appropriateness of style in the work of others and to manipulate the elements of style in one's own work	FORM an application of the skills learned in the Grades 9 to 11 years to a variety of forms, through an understanding and mastery of the ways in which situational variables and style determine considerations of form, and vice versa
APPROPRIATE MATERIALS	BREADTH and VARIETY A special emphasis in both fiction and non-fiction on materials designed to evoke a personal response, e.g., diaries, autobiographies, descriptive and narrative articles, journals, personal letters, human interest stories and news items, myths, legends, fables, parables, short stories, one act plays, science fiction and mystery, playscripts, novels/novelettes, ballads, narrative poems, folksongs, improvisation, readers' theatre, small-group workshops in journalism, scripting	SOCIAL CONTEXTS Emphasis on materials that show man in the human and natural world: editorials, notices, public letters, business letters, biographies, articles, journals, reports, essays, short stories and novels centering on conflict, both Shakespearean and modern full-length plays, one-act plays, ballads, sonnets, lyrics. Continuing stress on small-group activities and workshops involving group and social skills	RANGE OF STYLES Emphasis on exposure to and manipulation of a wide variety of styles: articles, essays, letters, journals, editorials from various periods and places; novels and short stories or one-act plays from varying periods, cultures, and geographic locations; both Shakespearean and modern full-length plays; lyrics, sonnets, dramatic monologues, free verse, allegorical pieces; fantastic writing of various sorts; historical writing and works of various periods and places	LITERARY/TRANSACTIONAL Emphasis on subtleties of form through distinguishing among and gaining mastery of various kinds of letters, essays, articles, journals, forms, notices, reports, descriptions, etc. Analysis of form in a variety of short stories, novels, drama (e.g., Shakespearean, Greek, Restoration, modern), poetry (e.g., elegy, pastoral, epic, mock epic, dramatic monologue, light verse, satire), psychological and allegorical novels, science fiction, prose romances.

GRADE 9

Level of Engagement: Exploration

Instructional Emphasis: Content, Vehicle, Situation

The grade 9 program aims:

- to expose students to a wide range of content and communicative functions and encourages them to explore their personal relationships to the areas of study;
- to explore the specifics of content, vehicle, and situation and how these affect language use.

Content	Vehicle	Situation
Relevant/irrelevant	Spoken/written	Formal/informal
Factual/fictional	Live/electronic	Structured/unstructured
Familiar/unfamiliar	Allows for reaction	Public/private
Concrete/abstract	- immediate, e.g., telephone	Comfortable/uncomfortable
Functional/imaginative	- delayed, e.g., letter	Size of audience
Historical/contemporary	- no reaction, e.g., film	Familiar/unfamiliar
General/specific	Length of discourse	Reactive/non-reactive
Personal/impersonal	Mode of discourse	Point of view or presentational perspective
Comfortable/uncomfortable	Personal/impersonal	Vantage point - spatial and temporal relationships
	Allows or prohibits	Emotional context - tone, mood, atmosphere
	- editing	
	- explanation	
	- spontaneous response	
	- planned response	
	- interpretation	

GRADE 10

Level of Engagement: Awareness

Instructional Emphasis: Audience, Purpose

The grade 10 program aims:

- to develop in the student an awareness and appreciation of the ways in which content, audience, purpose, vehicle, and situation are interrelated;
- to examine the specifics of audience and purpose.

Audience

Seen/unseen
Familiar/unfamiliar
Informed/uninformed
Informal/formal
Historical/modern
Objective/subjective
Supportive/unsupportive
Personal/impersonal
Private (privileged)/public
Age: self, peers, adults

Purpose

To establish and maintain contact
To record - fact, opinion, emotion
To order/inform/instruct
To explain a process
To describe - objects, scenes, feelings
To narrate
To entertain/present an idea/persuade
To mislead
To explore/hypothesize
To express/create
To celebrate/reflect

GRADE II

Level of Engagement: Evaluation

Instructional Emphasis: Style

The grade II program aims:

- to develop in students an awareness of stylistic considerations and choices, and how these choices are influenced by content, purpose, audience, vehicle, and situation;
- to develop in students the ability to evaluate and carry out stylistic choices.

Style - Language as Process ("Efficient Cause")

Diction

Language level
Idiom
Dialect
Multiple meanings
Connotation/denotation

Tone (sender)
Mood (receiver)
Atmosphere (relationship between sender and receiver)

Linguistic Devices

Imagery
Symbolism
Hyperbole
Alliteration
Onomatopoeia
Litotes
Metonomy
Synecdoche
Assonance/consonance
Paradox/oxymoron

Modes

Objective/neutral
Humorous/ironic

Editing

Register
Texture

Aesthetics

Appropriateness
Taste

Organizational Patterns

Sentence level - syntax/punctuation/periodicity/subordination/position and emphasis/length/complexity/patterns

Inter-sentential level - thought units
unity/emphasis

Logical and structural patterns:
- spatial
- categorization
- simple temporal
- comparison
- analysis
- general to specific
- order of importance
- process ordering
- synthesis
- specific to general
- cause and effect
- contrasting
- complex temporal
- inversion
- focusing
- parallelism
- conditional
- stream-of-consciousness

Transition

Longer discourse level - outline/transition/introduction

Level of Engagement: Application

Instructional Emphasis: Form

The grade 12 program aims:

- to develop in students an awareness of how the form the language takes is determined by such variables as content, purpose, audience, vehicle, and situation;
- to develop in students the ability to apply their language skills to specific forms.

Form - Language as Product ("Formal Cause")

Oral/Aural Forms

Word
Sentence
Informal conversation
Discussion
Debate
Lecture
Speech
Radio talk
Television speech
Drama: farce
comedy
tragedy
tragi-comedy
Song
Myth/legend/story
Videotape

Written Forms

Word
Sentence
Paragraph
Essay
Editorial
Article
Letter
Report: precis
summary
abstract
experiment
notes
Short story
Myth
Legend
Poetry
Novelette
Novel
Biography
Autobiography
Book-length treatise
Diary
Journal
Memoir
Reflective piece
Instructions
Manuals
Reviews
Commentaries
Responses
Advertisements
Cartoons
Captions
Slogans
Memos
Forms
Conversations

EVALUATION

Evaluation is the process of making judgements on the basis of informed observation and it begins when one knows what one needs to know. Evaluation is the search for answers to questions about: student's growth and current status, the effectiveness of the program, or the effectiveness of the instruction. The decision as to what questions require answers must be made by the person doing the evaluation prior to making the decision as to what instrument or technique to use to collect that information. That is, the method of collection should be determined by what information is required and by the use that is to be made of that information. Tests should never be allowed to dictate what the evaluator needs to know.

Secondly, just as learning is an integrated process, so too is evaluation. Although one may set out to answer questions related to a student's poor listening performance, the information collected should be viewed in relation to the student's total performance. For example, the student who has comprehension difficulties in listening because he overloads his memory will have similar problems with reading comprehension, with focusing his speaking and writing, with problem-solving, and with hypothesizing.

PURPOSE OF EVALUATION

The main purpose for evaluation should be to gather relevant information to use in planning an instructional program. The type of information gathered should assist the teacher both in gaining a better knowledge about each student's strengths and weaknesses and in determining the most beneficial teaching strategies for a student or a group of students. The above purpose, therefore, implies that evaluation, or assessment, is a continuous and ongoing activity in the classroom.

It should be noted that this discussion of evaluation is not intended to be a comprehensive one but rather an introduction to the subject. An excellent book that discusses many aspects of assessment and evaluation is Gerald Wallace's and Stephen C. Larsen's Educational Assessment of Learning Problems: Testing for Teaching (Allyn and Bacon, 1978).

The purposes for evaluation are many. Wallace and Larsen (1970) cite some of the purposes stated by Karmel:

. to group children within a particular classroom or to form classroom groups;
. to provide special study and remedial instruction;
. to evaluate capability and accomplishments;
. to foster educational and vocational goals;
. to discover educationally and socially maladjusted children;
. to measure outcomes of instruction;
. to certify students' achievements;
. to provide material for research.

TYPES OF EVALUATION

Evaluation is frequently classified as either formative or summative. It should be made clear, however, that these labels refer to the use made of the information collected, not to the method of collection.

Formative or ongoing evaluation of student progress, with generous feedback to both the student and his parents, is very important. It may be conducted through teacher-designed tests on units of work, a student's writing folder, charts and checklists, a student's self-evaluation, interviews, and so on. Every available means, whether formal or informal, should be used to inform the student of his pattern of achievement and to assist in implementing appropriate modifications of his program. This approach to evaluation encourages growth on the part of the student. A considerable amount of record-keeping may be required. However, much of this (such as the student's language or spelling problems) may be kept in the form of charts or checklists that are in part designed and maintained by the student in his writing folder as a record of progress.

Summative evaluation is the periodic (end of term, end of year) total assessment of a student's achievement in relation to his peers and to the course objectives. Summative evaluation must maintain the balance among the course components of speaking, listening, reading, writing, and literature. While summative evaluation may incorporate written examinations, criterion-referenced tests, and major assignments, it should also include a selection from those records of progress (including student self-assessment) that are incorporated in formative evaluation.

All evaluation is either formative or summative, however, evaluation can also be classified according to:

1. Method of collection:

    . subjective - objective
    . formal - informal

2. What is evaluated:

    . cognitive
    . affective
    . psychomotor

3. Who does the evaluation:

    . province
    . division
    . teacher
    . student (peer or self)

The intent here is not to suggest that one type of evaluation is better than another but rather to emphasize that the decision about what kind of evaluation to use is dependent on what information is required and what use is to be made of it. The quality of the evaluation assessment is not a question of what type of evaluation is best, but rather is a question of:

1. Validity - Does this collection method measure what the user wants to measure?

2. Reliability - Does this method yield the same information consistently each time it is used?

The principles of validity and reliability should be applied to all types of evaluation, not just to tests. Other methods of data collection, such as teacher observation, that are fairly subjective can be reasonably reliable and highly valid. In fact, the subjective opinion of the experienced teacher that is based on informed observation should be used to test the validity of other more objective methods.

METHODS OF COLLECTING DATA

There are many ways to evaluate students and programs, both formally and informally. In this discussion, some aspects of both types of evaluation will be considered. Each is treated separately in the following pages.

Formal Evaluation

The techniques for formal evaluation usually include standardized tests such as: achievement tests, diagnostic tests, criterion-referenced tests, and norm-referenced tests.

Achievement (Survey) Tests

Achievement tests are of a general nature. They are used to measure a student's general range of abilities in any subject area. They are usually administered to a group of students.

The results are of a more general nature and are only reliable when applied to a group rather than to an individual student.

Subtests give some general indication of what the students' strengths and weaknesses are within the class. These subtests, however, are not adequately reliable for individual prediction. The lack of information that can be used in actually teaching the student is probably one of the most serious shortcomings of formal achievement (survey) tests.

Diagnostic Tests

Diagnostic tests are primarily concerned with testing for more specific skills and abilities in various subject matter areas. The specific skills measured are usually of the type which may be taught after diagnosis. Diagnostic tests should have a higher reliability than standardized survey tests because they attempt to measure more specific skills and abilities.

Formal diagnostic evaluation that employs standardized tests, interviews, and so on, should normally be conducted by someone who has been specifically trained in this area. The commercial standardized group test is not appropriate for diagnostic purposes; its scoring of individual performance is much too imprecise to be used for diagnosis or placement.

Norm-Referenced Tests

Most commercially prepared achievement tests are norm-referenced tests; that is, the students' scores are compared to the scores of the norming group (the groups on which the test was standardized). Normative data compares one student's performance with other students who have taken the same test. Norms may be given in terms of grades, age, percentile, and standard score. Grade, age, percentile, and standard score norms are known as the derived scores. The derived scores are obtained by converting students' raw scores, which are the total number of correct responses on a subtest or total test. All norms and how they are derived should be fully described in the test manual to determine whether accurate interpretations are possible. Local norms allow for the most accurate interpretations and should be developed and used whenever possible.

Criterion-Referenced Tests

These tests attempt to measure how well students have achieved a number of stated objectives. Unlike the scores of norm-referenced tests, which are interpreted by comparison to the score of a norm group, the scores of criterion-referenced tests are interpreted on the basis of some absolute performance criteria such as "can the student spell the first 1000 most frequently used words?"

Informal Evaluation

The techniques employed for informal assessment or data collection are far too numerous to list. However, all programs of informal evaluation should include the following components:

1. diagnostic evaluation;
2. teacher observation;
3. teacher-made tests.

The above-mentioned components are integral to the informal assessment process. A consistent informal assessment program will result in more accurate information for the total teaching environment than will the periodic administration of a standardized test. Traditionally, formal standardized tests have been primarily used in assessing students. Researchers are now questioning the fact that the over-generalization of these scores provides very little specific information that can be applied directly by the teacher in instructing students.

Informal assessment techniques, on the other hand, if followed through all the components, can provide exact information for the teacher concerning specific academic behaviour and skills that comprise the day-to-day teaching program.

Diagnostic Evaluation

The most important type of evaluation for the classroom teacher is the informal diagnostic technique. Since it is continuous (formative), it suggests the diagnostic-prescriptive model. In this model, behavioural objectives are established. Diagnosis attempts to ascertain which objectives have been met by the student. The prescriptive segment is based on the objectives

not achieved by the student. The student then works on activities relating to specific skills that are derived from the unachieved objectives. When the student has completed these activities, an assessment is given to determine whether the objectives have been mastered. The same assessment used in the original diagnosis, or a similar one, can be administered. Pupil-teacher interviews and observation can also be used to determine skill mastery.

Teacher Observation

Teacher observation is an important part of the diagnostic process. It can be used to confirm the findings of standardized and diagnostic tests and to study specific skills and behaviours that formal tests cannot measure.

There are several approaches to observation. The three used most extensively are:

1. Time-Sampling

   . involves recording of teacher's observations only during a specific time interval
   . provides teacher with data on frequency of certain behaviour and length of time behaviour may exist

2. Event-Sampling

   . involves detailed descriptions of specific behavioural events
   . focuses on a class of behaviour rather than the occurrence of a specific behaviour

3. Rating Scales and Checklists

   . organizes or summarizes observations on specific behaviour
   . encourages precision in observation

   These may be teacher constructed for specific purposes or obtained commercially. The following prepared checklists are available:

   . S.R.A. Reading Checklist (1966)
   . Barbe Reading Skills Checklist
   . An Attitude Scale for Reading

There are several advantages of teacher observation. On the one hand, many opportunities exist in the classroom for the teacher to observe different kinds of behaviour. For instance, while observing a student in oral reading, oral discussion, or question and answer sessions, the teacher may discover many different language skills. On the other hand, observation provides much information that can be readily employed in planning a program.

There are limitations to this method of evaluation, however. They are listed below.

1. Teacher bias - observations often tell more about the observer than the individual being observed.
2. Observational interpretation - observations based on only a small sample of student behaviour, should be interpreted very carefully.
3. Narrowness of data - observation is only one aspect of a total assessment process and should be used in conjunction with other informal and formal test results.

Teacher-Made Tests

Teacher-made tests are more closely related to classroom instruction. They can be constructed for specific skills in each subject area or for evaluating a broader range of academic behaviour. Examples of teacher-made tests include tests which require one word, a sentence, or an essay response; the cloze procedure; an informal reading inventory; and a book inventory. It is important to note, as with all tests, that effective, informal testing necessitates careful planning, administration, and interpretation; otherwise the results are of little value to the teacher.

RECORD KEEPING

A final component to the evaluation process is record keeping, both by the teacher and the student.

Students should be encouraged to take part in evaluation. Some record keeping can and should be done by the students themselves. Each student should have a folder in which to keep samples of work for each reporting period; these also serve as the basis for parent-teacher conferences. Other areas of student record keeping would include: lists of books and magazines read; units of completed work; skill cards done; schedules of individual conferences; personal vocabulary file; examples of handwriting; poetry forms tried; and, individualized spelling units completed. Record keeping encourages self-evaluation, awareness of progress, and self-responsibility.

The teacher's record keeping should emphasize those areas not easily done by the student. Checklists may consist of specific language skills along with comments about the students' emotional, motivational, and personality characteristics. Any symptoms of psychological disorders should be noted as well. Areas of particular strengths and weaknesses should be noted to assist in grouping for further instruction. Often groups of teachers can collaborate on designing guide sheets for teacher observation and the collection of data to suit local needs. Occasionally the records for each student should be reviewed to ensure that enough information has been recorded for evaluation and conference purposes. The record should include dates of assignments.

USE AND ABUSE OF STANDARDIZED TESTS IN ENGLISH LANGUAGE ARTS

As noted above, most commercially available group standardized tests of English (language achievement, reading, or test batteries) are used chiefly to provide an overview of student performance in a school or system and to measure a program's effectiveness. It is wasteful and unnecessary to test every student for this purpose; a random sample will serve quite adequately. As well, sampling will reduce the undesirable and misplaced anxieties of teachers and students about the importance of such tests.

Content Validity

It is essential to verify, first of all, that the objectives determined by a standardized test's items (the specific items and the balance of items) conform to the major objectives of the English language or reading program. Many tests now being used fail to meet this elementary criterion. Therefore, teachers must closely examine both the specific items of a proposed test and the test as a whole. Frequently, because of the relative simplicity of item design, tests tend to focus on rather trivial or esoteric points of usage, vocabulary, or sentences divorced from context, and, under the august title "comprehension," measure very superficial fact recall. In order to obtain the score spread that a standardized test demands, some items tend to be artificially difficult or ambiguous.

Language and its conventions change, and the conventions of acceptable Canadian English have been changing quite rapidly in the past decade. Teachers must, therefore, be on their guard against items that reflect almost archaic usage and conventions that have been generally abandoned (e.g., punctuation of letters). Despite recent copyright dates on some revised tests, teachers should not assume that items have always been changed significantly from those on test forms that are now twenty or more years old.

Norms

The form in which scores are to be reported and used will be based on the norms provided (unless separate norms have been formed for the individual school system, as likely they should be). Contrary to common belief, a "standardized" test has nothing to do with "standards"; it is a test that is administered under strictly controlled conditions, is objectively scored, and is one for which norms are available. Few commercial test norms have been based on Canadian, or more specifically, Manitoban students. Furthermore, the norms of such tests may not have been recently established. Consequently, teachers and administrators must study very carefully how the norms for any test have been derived, both for individual students (if scores are used with or reported to the student) and for the system. Test results based upon inappropriate norms are doomed to misuse and misinterpretation.

If the test norms have been based on a "typical" school population, then a school with a large percentage of immigrant students, students from cultural or language minorities, or students from a lower socio-economic stratum will appear to compare unfavorably with other schools even though its program and the general rate of student development may be excellent. It is obvious that scores on such tests are not a fair reflection of the performance of students whose first language is not English. As well, language tests are especially prone to cultural bias. Thus, great care must be exercised in the selection, use, and reporting of test scores for students from cultural minorities.

REFERENCES

For further information, teachers should refer to the following texts:

1. Mental Measurement Yearbook (Buros, ed.)

   - provides a comprehensive critique of many published standardized tests

2. Tests in Print

   - serves as an excellent bibliography of tests and as an index to the Mental Measurement Yearbook
   - provides general information concerning grade levels, types of scores provided, publishers, and references to test reviews

3. C.S.E. Elementary School Test Evaluation (R. Hoepfner, ed.)

   - a user's guide to most standardized tests
   - produced by the Graduate School of Education, U.C.L.A., 1976

4. Reading Tests and Teachers (R. Schreiner, ed.)

   - an understandable coverage of the technical terminology of testing
   - produced by International Reading Association, 1979

5. Grommon, A. H., et al, (eds.). Reviews of Selected Published Tests in English. Urbana: N.C.T.E., 1976.

6. Diederich, P. B. Measuring Growth in English. Urbana: N.C.T.E., 1974.

7. Wallace, G., and Larsen, S. Educational Assessment of Learning Problems: Testing for Teaching. Boston: Allyn and Bacon, 1978.

GLOSSARY OF TERMS

Competence - the ability to understand and to carry out a task.

Convergent thinking - thinking requiring analysis of data, integration of data, reasoning, generalizing.

Decoding (see also encoding) - the process of deriving meaning from a verbal message.

Diagnosis - the process of determining the existing capabilities of a student or the stage of his or her development in order to determine what learning experience would be appropriate.

Divergent thinking - thinking involving the generation of ideas in a new direction. It depends on initiative, imagination, and using one's own resources.

Enabling procedures (activities) - the material, method, or task through which something is taught/learned.

Encoding - the process of converting meaning into a verbal message.

Grammar (see also usage, style) - internalized, generative knowledge of the rules of language used automatically by a native speaker in oral communication.

Heuristic - a method of learning in which one discovers and learns for oneself.

Holistic - concerned with the whole of something.

Holistic marking - an evaluation of a piece of writing in which the total first impression is very important.

Integration (integrated learning) - the internalization or incorporation of new knowledge; a focus on the wholeness of knowledge that cuts across subject matter lines; the teaching of the language arts (reading, writing, listening, speaking) together.

Language experience (Base or Procedure) - the personal language of the child that is the basis for skill development.

Language growth - the increased awareness of language vocabulary; expansion of meaning, the development of more complex speech patterns, and the use of more flexible speech.

Language modes or functions (James Britton) -

1. Expressive. The primary language, close to and expressive of self. It is spontaneous, largely unstructured, and depends for understanding on the context of the situation. This highly personal, informal language is that by which one assimilates new information. The other two modes, transactional and poetic, derive from it.
2. Transactional. A structured mode of language used to inform, to regulate, to transact one's business with the world. It is impersonal and is addressed to the practical, professional, or intellectual concerns of listener or reader.
3. Poetic (not exclusively related to poetry). Language used to create a verbal artifact. The utterance itself is of prime importance. Its meaning is implicit rather than explicit.

Mode - the source through which a message is produced or received.

Morpheme - the smallest meaningful unit of speech.

Needs - a requirement for survival; physical, psychological, and sociological growth; health; social acceptance.

Oracy - talking and listening: the parallel term to literacy (writing and reading). (Wilkinson, 1975.)

Phonology - the rules governing the sound system of a language.

Readiness (e.g., reading readiness) - the stage at which the child can learn a certain task easily and profitably. S(he) reaches this stage through a) maturation, b) experience.

Register - the level of language appropriate to a given situation, e.g., language used in school and language used on playground.

Skill - a core ability required for using language for thinking or for communicating.

Style (see also usage) - relates to the choices made for certain communication effects.

Thinking strategy - a process through which a teaching focus or objective is addressed.

Usage - language etiquette involving a conscious choice between two or more ways of saying something.